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ILOKANO LESSONS

Ilokano Lessons

PALI LANGUAGE TEXTS: PHILIPPINES

Social Sciences and Linguistics Institute
University of Hawaii

Howard P. McKaughan
Editor

ILOKANO LESSONS

EMMA BERNABE
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University of Hawai'i Press

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PREFACE

These Ilokano Lessons have been developed under the auspices of the Pacific and Asian Linguistics Institute (PALI) of the University of Hawaii under Peace Corps contract #PC25-1507. The first author drafted the lessons first and the second rewrote, revised, and supplemented as seemed necessary using experience gained through testing the lessons in Peace Corps training projects.

The third author, Professor Bonifacio Sibayan of the Philippine Normal College in Manila, contributed certain portions of the text. In addition, he edited early drafts and made important suggestions to his co-authors.

Many others who participated in the Peace Corps training sessions also deserve our thanks. Though not named, both students and staff contributed much.

It is the hope of the editor and authors alike that these lessons will prove of much value and interest to the users.

Howard P. McKaughan

INTRODUCTION

General Background. The Philippines is a Southeast Asian country of some 7,200 islands compactly distributed off the Asian Mainland. It has a total land area of 114,830 square miles and a population of about 30,000,000. The country has many different languages. On the basis of the number of speakers eight of the languages are classified as major: Bikol, Cebuano, Hiligaynon, Ilokano, Pampango, Pangasinan, Tagalog, and Waraywaray.

Ilokano is the third highest in rank in the number of native speakers, the first and second being Cebuano and Tagalog. Ilokano is the dominant language in all the Northern Luzon provinces with the exception of Batanes Province. It is also the dominant language in Tarlac, Zambales, the non-central sections of Pangasinan, and some towns in Occidental Mindoro, Oriental Mindoro, and Cotabato.

Ilokano, like all its sister Philippine languages, is a Malayo-Polynesian (Austronesian) language.

Aim of the Text. There are four basic communication skills: listening, speaking, reading, and writing. The listening and speaking skills deal with the spoken form of language; the reading and writing skills with the written form. The spoken form of a modern language should be learned before its written form, the spoken form being the basis of the study of the written form. The primary aim of this beginner's text is to enable the student to acquire the ability to hear and understand Ilokano when it is spoken, and to speak and be understood when using it.

How to Use this Book. This text is composed of forty-one lessons, seven appendices, and a glossary. The lessons comprise the instructional core; the appendices supplement the lessons; and the glossary serves as a handy reference for the vocabulary items introduced in the lessons.

Each lesson generally consists of the following parts.

I. Content: the structural content of the entire lesson.

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II. Review Section: designed to give a short review of a previous lesson or lessons and to expand on it or them (not found in every lesson).

III. Basic Cycle or Dialogue. New material is introduced in early lessons by means of a basic cycle or a dialogue. The dialogue is used when the material is familiar enough not to demand an explanation. The concept of the basic cycle, however, is less familiar and needs some explanation.

Briefly, a basic cycle is a very short communication situation consisting of a single exchange between two speakers. This exchange consists of a question or an opener and a response. In this text a basic cycle is indicated by “#” and a number, e.g., #1, and is composed of two sections: an M-phase and a C-phase. The M-phase (a mnemonic device for mimicry, memorization, and manipulation) consists of a question or an opener (M₁) and an answer or answers (M₂). The C-phase (communication situation) is a combination of an M₁ and an M₂. The M-phase precedes the C-phase.

- e.g. (1) M₁ Naimbag a bigat mo. Good morning.
M₂ Naimbag a bigat mo Good morning, (too).
met.
C Naimbag a bigat mo.
Naimbag a bigat mo
met.
- (2) M₁ Pilipino ka? Are you a Filipino?
M₂ Saan. Saan ak No, I'm not a
a Pilipino. Amerikano Filipino. I'm an
ak. American.
Saan. Amerikano ak. No, I'm an American.
C₁ Pilipino ka?
Saan. Saan ak a
Pilipino. Amerikano
ak.
C₂ Pilipino ka?
Saan. Amerikano ak.

Example 2 shows that there can be as many C's as there are possible combinations of M₁ and M₂.

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The basic cycles are useful, especially in the beginning stages, because they are short and easy to handle.

In this text basic cycles are made use of extensively during the first few lessons. As the students gain control of the language dialogues are gradually introduced. Towards the latter lessons dialogues are used extensively with a minimum of basic cycles.

IV. Pattern Drills: drills designed to give optimum oral practice on the structures under study and to bring about mastery of them.

V. Cumulative Activity or Supplemental Dialogue: given at the end of each lesson to bring into focus the elements of the lesson. This section is designed to elicit application of the new knowledge gained or re-present the new items of the lesson in combination with other previously-learned items.

VI. Vocabulary: a listing of the new vocabulary items introduced in the lesson.

VII. Notes: short comments addressed to the student. The notes are usually morphophonemic and cultural. Extended grammatical explanations have not been included. Grammatical explanations are given in some detail in the Reference Grammar to accompany this text.

How to Teach the Lessons. Present first the basic cycle or the dialogue. The procedure for presenting the basic cycle is as follows.

- (1) Give one or two renditions of the basic cycle in meaningful situations. With the use of visual aids, facial expressions, and gestures, convey the meaning of the cycle without using any English translation or explanations if possible.
- (2) Model the first M two or three times. Have the students mimic it. Be sure that the students have correct pronunciation, rhythm, stress, and intonation. Do the same for the other M's.
- (3) Manipulate the grammatical structure exemplified in the M-phase by giving some basic substitution drills. It is advisable to drill the students on the response first so that by the time they practice on the question they already have a good command of the answer.

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- (4) When the students have achieved some proficiency with the M's, have them use these sentences in real communication situations as given by the C or C's. For this activity the chain drill is among the most effective techniques. To conduct a chain drill, get somebody to ask the question. (The teacher can start.) Student One (S₁) gives the answer. S₁ then turns to S₂ and asks the question. S₂ answers and turns to S₃ to ask the question. This goes on around the room until everybody has answered and asked the question.

After doing all the above steps, give more pattern drills, supplementary dialogues, and cumulative activities to reinforce memory of the structure.

If the instrument used for introducing the structural content is not a basic cycle but a dialogue, the procedure used is the following.

- (1) Present the entire dialogue to the class. As much as possible, recite the dialogue from memory. Use visual aids (pictures, puppets, cut-outs, etc.) actions, anything to help convey the meaning.
- (2) Ask comprehension questions.
- (3) Go through the entire dialogue with the class in a listen-and-repeat fashion. Give the first line; the students repeat. Give the second line; the students repeat, etc.
- (4) Now that the students have gained a feel for the entire dialogue, go back to the first line. Model it for the class. The students repeat. Be sure that there is correct pronunciation, including rhythm, stress, and intonation as well as individual sounds. Take the second line. Go through it the way you did the first line. Now that you have two lines practiced, have an exchange. Recite the first line and the students give the second line. Exchange roles. The students give the first line, you give the second line. For additional practice, ask one half of the class to give one line and the other half to give the other line, and vice versa.

When these two lines have been mastered, move on to lines three and four. Do the same thing as for lines one and two. Then, put lines one, two, three, and four together. Go through the rest of the dialogue in this manner.

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When the entire dialogue has been mastered, have individual students present it to the class with the proper actions, props, etc.

After all the above activities, clinch the structures introduced by the dialogue by doing the pattern drills, the cumulative activities and/or the supplemental dialogues.

There are two types of dialogues used in the lessons: dialogues that introduce the structures being taught and supplemental dialogues. Dialogues of the first type must be memorized but supplemental dialogues need not be memorized. They may be used for additional practice, comprehension exercise, and as a basis for impromptu dialogues.

Types of Pattern Drills. The different types of pattern drills used in the lessons are the following.

(1) Repetition Drill: a drill in which the teacher models an utterance and the students mimic the teacher's model.

e.g. Teacher: Sino ti 'Site Director'?
Students: Sino ti 'Site Director'?

(2) Substitution Drill: the replacement of an item or items in the base sentence by other items cued by the teacher.

e.g.	<u>Teacher</u>	<u>Students</u>
	Agtaray ti ubing.	Agtaray ti ubing.
	agtugaw	Agtugaw ti ubing.
	agsangit	Agsangit ti ubing.

There are two types of substitution drills used in the lessons: fixed slot substitution drills and moving slot substitution drills.

A fixed slot substitution drill is one in which the substitution items go into the same part or slot of the model sentence as in the example above.

A moving slot substitution drill is one in which the substitution items go into different parts or slots of the model sentence.

e.g.	<u>Teacher</u>	<u>Students</u>
	Agtaray ti ubing.	Agtaray ti ubing.

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agtakder	Agtakder ti ubing.
lakay	Agtakder ti lakay.
daydiay	Agtakder daydiay lakay.

- (3) Transformation Drill: a drill involving a change in the form of a phrase or a sentence. The change may be from a statement to a question, from the affirmative to the negative, etc.

e.g. (a) statement to question.

Statement: Napintas ti sabong.

Question: Napintas ti sabong? (using terminal intonation)

(b) affirmative to negative.

Affirmative: Adda ti tugaw.

Negative: Awan ti tugaw.

- (4) Expansion Drill: a drill consisting of lengthening a sentence by adding more parts or modifiers to different parts of the sentence.

e.g. Expansion Items Expansion Sentence

Nagluto ni Maria.

iti adobo

Nagluto ni Maria iti adobo.

idi kalman

Nagluto ni Maria iti adobo idi kalman.

- (5) Question and Answer Drill: a conversation-like drill which consists of somebody asking a question and another person giving an answer.

e.g. Student 1: Kayat mo iti napintas a balay?

Student 2: Wen, kayat ko iti napintas a balay.

- (6) Chain Drill: a drill explained in an earlier section whereby participants ask and answer a series of questions around the room.

To the Teacher. It is important to realize the fact that probably the single most important element in any teaching situation is the teacher. Textbooks, principles, methods, and teaching aids are entirely dependent on the moving power behind the whole teaching situation--the teacher.

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The success of the course depends upon the ingenuity, imagination, and pedagogical skill with which you handle these materials. The techniques and drills presented here are, for the most part, merely suggestive. Teaching is an art. We call on your creativity and resourcefulness to suit these materials to the particular needs and abilities of your students. Whenever necessary and advisable, adjust the vocabulary items in the drills to suit the interests and needs of your students. Combine the patterns in new arrangements meaningful to the circumstances of your class and your classroom. Expand and modify these materials to include the many items called for by the particular demands of your students which no amount of planning and thinking can anticipate in the preparation of a textbook geared to a general group.

Most of your teaching time will be devoted to pattern drills. Here are a few pointers on successful pattern drilling.

- (1) Establish the model with care. Repeat the model sentence twice or even more times, taking care that you use the same pronunciation, rhythm, stress, and intonation. Do your modeling at a normal rate of speed. Whenever it is necessary to emphasize a word or a phrase, slow down a little, but go back immediately to the normal speed. When you slow down on a phrase or a sentence, be sure to preserve the intonation pattern. Stretch it to suit your slower speed but do not distort it.
- (2) Students must be thoroughly familiar with the form, rhythm, intonation, etc. of the model sentence before they are required to proceed with the drill.
- (3) Start with concert drills to build up some confidence in the students. Then call on smaller groups and individuals to recite.
- (4) When conducting individual drills, take care that the students cannot predict when their turn to recite will come. They might tune in for their part and tune out the rest of the drill. Strive always to keep the students alert and ready with the answer.
- (5) Use gestures to indicate commands like "Listen. Repeat. Everybody recite. One by one. etc." Gestures are time-savers, and they prevent the distracting interpolation of commands with smooth functioning drills.

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- (6) Be very patient with your students and be tactful in dealing with errors. Patience and tact go a long way in establishing a pleasant atmosphere for language learning.
- (7) As much as possible, get the students to act and talk. Have them act out dialogues, use visual aids, etc., to make their language learning more realistic and meaningful.
- (8) Whenever possible use teaching aids. Visual aids such as pictures and films greatly aid in introducing the students to some cultural facets of the native speakers of the language being learned. They also give life and interest to the lesson. Audio aids such as tapes, records, and the like, can be put to good use in the second language class. Games and contests, too, are important. They add spice to the classroom activities and help drive away boredom and fatigue. Use any reinforcing technique possible to keep the class moving and to accomplish the goal of learning language.

To the Student. The ultimate factor that determines your success or failure in learning Ilokano is your own self. The degree to which you master your new language will depend upon your attitude towards the language class, the type of effort you exert, and the overall seriousness with which you approach the task of learning Ilokano.

The approach used here involves a lot of mimicry and repetition. We want to help you to rid yourself of your self-consciousness as early as possible. Listen carefully to the teacher's modeling and imitate as accurately as possible.

Practice using the language at every possible opportunity. Strive constantly to use Ilokano in out-of-class situations. Seize every opportunity to speak, hear, and think in Ilokano. This is imperative because the class situation is, even at its best, an artificial situation. The countless sentences you drill on in class provide a linguistic ability which has to be used in the context of natural, live, meaningful situations in order for them to come alive. The formal structured knowledge of the classroom used in real situations forces you to put the system you are learning to work. You will be surprised at how much you know and how much you can say when you try. Regularity is a remarkable virtue in language learning. So be sure to find some time every day to practice your Ilokano.

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It is useful to record your speech once in a while and compare it to that of your teacher. This practice will bring your Ilokano progressively closer to that of your teacher.

A Note on Orthography. The Ilokano alphabet used in this text consists of a, b, k, d, e, g, h, i, l, m, n, ng, o, p, r, s, t, u, w, and y. All these letters symbolize sounds similar to their English counterparts. The digraph ng is the velar nasal /ŋ/ and is pronounced as ng in 'ring'. The o and the u often appear interchangeably in some words; e.g., umuna and umona 'first'. The e and i sometimes behave in a similar manner; e.g., dyis and dyes for 'ten'. Occasionally, letters c and f are used in Spanish loans. Just as in Spanish, c is pronounced as k before a, o, and u; and it is pronounced as s before e and i.

Word stress may be indicated by the acute accent over the stressed vowel. Ordinarily, stress is left unnoted when Ilokano is written in books and newspapers. In this text we have often written stress to remind the student that it is a necessary part of the pronunciation. It is left unmarked at times to prepare the student for reading Ilokano as normally written. It should also be noted that some words are spelled differently at different times: Mierkoles, Miyercoles, a Spanish loan meaning 'Wednesday'. This should not be a problem for you. The pronunciation remains the same in either case.

The writing of personal pronouns is important. There are two ways of writing Ilokano personal pronouns of the ak and ko classes. One way is to attach them to the words they follow; e.g., ginatangko 'I bought (something)'. This is the traditional way of doing it. Some primers have started another way of writing them—separate from the words they follow; e.g., ginatang ko. We have adopted the second way of writing them for two reasons: (1) to avoid very long constructions like ginatangtayo 'we bought (something)', and (2) to indicate in a clearer way the pronouns present in a construction. This is particularly helpful when the pronoun is homophonous to the last part of the word it follows; e.g., agkanta ta instead of agkantata 'Let us (you and I) sing'.

A final word is in order to the users of this book. Language and culture are intimately intertwined. Language expresses much of the values, attitudes, and aspirations of a people. Language learning can be an intensely pleasurable and gratifying activity because of this. The learner begins to participate in the culture of another people; he gains an insight into the workings

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of their mind. The authors intensely hope that students and teachers alike will find this language teaching and learning experience rewarding—the students for the joy of being able to participate in another people's way of life; the teachers for the privilege of sharing with others something which they deeply cherish.

ILOKANO LESSONS

LESSON ONE

(Umuna a Leksion)

Greeting: Naimbag a bigat yo, (maestra).

Naimbag a bigat mo, (Juana).

Ligature: a, nga

Particle: met

#1 M1 Naimbag a bigat Good morning.

yo.¹

_____ malem _____. Good afternoon.

_____ rabii _____. Good evening.

_____ nga aldaw (noontime greeting)³

_____.²

M2 Naimbag a bigat yo Good morning. (met, response
met.⁴ marker)

_____ malem _____.
_____ rabii _____.
_____ nga aldaw _____.

C1 Naimbag a bigat yo.
Naimbag a bigat yo met.

C2 Naimbag a malem yo.
Naimbag a malem yo met.

C3 Naimbag a rabii yo.
Naimbag a rabii yo met.

C4 Naimbag nga aldaw yo.
Naimbag nga aldaw yo met.

1.1 Repetition Drill. Repeat the following sentences after the teacher.

Model: Naimbag a bigat yo.

_____ malem _____.
_____ rabii _____.

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_____ nga aldaw ____.

Model: Naimbag a bigat yo met.

_____ malem ____.

_____ rabii ____.

_____ nga aldaw ____.

1.2 Substitution Drill. Do the above exercise as a substitution drill. Repeat the model sentence once or twice; then substitute the given cues.

1.3 Response Drill. Teacher divides the class into two or more groups. Groups respond to the teacher's greetings.

T Naimbag a bigat* yo. (pointing to one group)

G1 Naimbag a bigat yo met.

T Naimbag a bigat yo. (pointing to another group)

G2 Naimbag a bigat yo met.

Kdp. (ken dadduma pay 'et cetera')

*Substitute malem, rabii, and aldaw in place of bigat.

1.4 Response Drill. Teacher divides the class into two groups. Groups greet each other according to teacher-supplied cues.

Teacher

bigat (pointing to group 1)

malem

(pointing to group 2)

aldaw

rabii

malem Kdp.

G1

G2

Response 2

Naimbag a bigat yo.

Naimbag a malem yo.

G2

G1

Response 2

Naimbag a bigat yo met.

Naimbag a malem yo met.

#2

M1

Naimbag a bigat mo.

_____ malem

_____.

_____ rabii ____.⁵

_____ nga aldaw

_____.

Good morning.

Good afternoon.

Good evening.

(noontime greeting)

LESSON ONE

M ₂	Naimbag a bigat mo met. _____ _malem ____ _____. _____ _rabiim ____ _____. _____ nga aldaw ____ _.	Good morning. (<u>met</u> , response marker)
C ₁	Naimbag a bigat mo. Naimbag a bigat mo met.	
C ₂	Naimbag a malem mo. Naimbag a malem mo met.	
C ₃	Naimbag a rabiim mo. Naimbag a rabiim mo met.	
C ₄	Naimbag nga aldaw mo. Naimbag nga aldaw mo met.	

1.5 Repetition and Substitution Drill. Do the following exercise as a repetition drill. Then, do it again as a substitution drill.

Model: Naimbag a bigat mo.
 _____ _malem ____.
 _____ _rabiim ____.
 _____ nga aldaw ____.

Model: Naimbag a bigat mo met.
 _____ _malem ____ ____.
 _____ _rabiim ____ ____.
 _____ nga aldaw ____ ____.

ILOKANO LESSONS

1.6 Response Drill. Respond to the given cue with the appropriate informal greeting.

Cue	Response
6:30 a.m.	Naimbag a bigat mo.
11:15 a.m.	Naimbag nga aldaw mo.
3:30 p.m.	Naimbag a malem mo.
8:00 p.m.	Naimbag a rabiim.

Continue with other cues.

8:30 a.m.	9:30 p.m.	9:00 a.m.
12:30 p.m.	5:00 p.m.	1:00 p.m.

1.7 Chain Drill. Greet one another according to the cues given by the teacher.

Cue		Response
7:00 a.m.	S ₁	Naimbag a bigat mo.
11:30 a.m.	S ₂	Naimbag a bigat mo met. Naimbag nga aldaw mo.
4:00 p.m.	S ₃	Naimbag nga aldaw mo met. Naimbag a malem mo.
	S ₄	Naimbag a malem mo met.

Continue with other cues.

3:00 p.m.	12:00 noon	7:30 p.m.	Kdp.
10:00 a.m.	8:00 a.m.	12:30 p.m.	
#3	M ₁	Naimbag a bigat mo, Ana.	
	M ₂	Naimbag a bigat mo met, Carlos.	
	C	Naimbag a bigat mo, Ana.	
		Naimbag a bigat mo met, Carlos.	

1.9 Chain Drill. Greet one another according to cues given by the teacher.

Cue		Response
7:00 a.m.	S ₁	Naimbag a bigat mo, Juana.
	S ₂	Naimbag a bigat mo met, Pedro.
12:30 p.m.		Naimbag nga aldaw mo, Maria.

LESSON ONE

Cue		Response
	S ₃	Naimbag nga aldaw mo met, Pedro.
8:30 p.m.		Naimbag a rabiim, Nestor.
	S ₄	Naimbag a rabiim met, Pedro.

Continue with other cues.

	4:00 p.m.	7:45 a.m.	10:00 p.m.	Kdp.
	5:30 p.m.	11:45 a.m.	9:00 p.m.	
#4	M ₁	Naimbag a bigat yo, maestra. Naimbag a bigat mo, Carlos.		
	M ₂	Naimbag a bigat yo met, maestra. Naimbag a bigat mo met, Carlos.		
	C ₁	Naimbag a bigat yo, maestra. Naimbag a bigat mo met, Carlos.		
	C ₂	Naimbag a bigat mo, Carlos. Naimbag a bigat yo met, maestra.		

1.10 Response Drill. Teacher and students participate in this drill. The purpose of this exercise is to distinguish between the formal and the familiar forms of the greetings. The teacher provides cues when she doesn't start the exchange.

Cue		Response
	T	Naimbag nga aldaw mo, Nena.
	S ₁	Naimbag nga aldaw yo met, maestra.
7:30 a.m.	S ₂	Naimbag a bigat yo, maestra.
	T	Naimbag a bigat mo met, Pedro.
3:00 p.m.	S ₃	Naimbag a malem yo, maestra.
	T	Naimbag a malem mo met, Nestor.
		Naimbag a rabiim, Rosing.
	S ₄	Naimbag a rabii yo met, maestra.

Continue with other cues.

9:30 p.m.	10:30 a.m.	Kdp.
12:15 p.m.	6:30 a.m.	

ILOKANO LESSONS

1.11 Role-Playing. Students take turns acting as teacher. Student-teacher and students greet one another with cues supplied by the classroom teacher. The classroom teacher indicates by gesture who should start the exchange.

Cue		Response
rabii	St. T	Naimbag a rabiim, Ana.
	S ₁	Naimbag a rabii yo met, maestra.
aldaw	S ₂	Naimbag nga aldaw yo, maestra.
	St. T	Naimbag nga aldaw mo met, Edy.
9:00 a.m.	S ₃	Naimbag a bigat yo, maestra.
	St. T	Naimbag mo met, Rosing.

Continue with other cues.

malem	8:00 a.m.	7:45 p.m.	Kdp.
4:30 p.m.	bigat	11:30 p.m.	

1.12 Response Drill. Teacher and students participate in this drill. Teacher provides cues when she doesn't start the exchange, and indicates by gesture who should recite.

Cue		Response
	T	Naimbag a bigat mo, Juana.
	S ₁	Naimbag a bigat yo met, maestra.
malem	S ₂	Naimbag a malem mo, Pedro.
	S ₃	Naimbag a malem mo met, Elena.
rabii	S ₄	Naimbag a rabii yo, maestra.
	T	Naimbag a rabiim met, Mario.
1:00 p.m.	S ₅	Naimbag nga aldaw mo. Edy.
	S ₆	Naimbag nga aldaw mo met, Nestor.
4:00 p.m.	S ₇	Naimbag a malem mo, Nena.
	S ₈	Naimbag a malem mo met, Ben.

Continue with other cues.

aldaw	2:30 p.m.	rabii
8:30 a.m.	10:00 a.m.	5:30 p.m.

1.13 Activity. Act out the following situations. Use appropriate gestures.

LESSON ONE

- (1) It's 3:00 p.m. You meet a teacher along the corridor. You greet her.
- (2) It's 10:15 a.m. You're drinking coffee at the cafeteria. A friend comes along. You greet him.
- (3) It's 12:30 p.m. You're walking on the playground. You meet a teacher. You greet her.
- (4) It's 8:30 p.m. You're studying in the dormitory. Your roommate joins you. Greet each other.

VOCABULARY

a	variant of <u>nga</u> (see below)
aldaw	day, noon
bigat	morning
maestra	teacher (female)
malem	afternoon
met	also, too
mo	you (singular)
naimbag	good
nga	a grammatical element (ligature) joining two content words such as an adjective and a noun
rabii	night
yo	you (plural)

LESSON TWO

(Maikadua a Leksion)

Greetings, continued

Particles: laeng, ket

2.1 Substitution Drill. Repeat the model sentence once or twice. Then, substitute the given cues.

Cue		Response
	Model:	Naimbag a bigat yo, maestra.
aldaw		Naimbag nga aldaw yo, maestra.
malem		_____
rabii		_____
	Model:	Naimbag a malem yo, Miss Santos.
Mr. Cruz		_____
Mrs. Cruz		_____
Dr. Reyes		_____
apo		_____
Apo Prinsipal		_____
	Model:	Naimbag a bigat mo met, Ana.
Ben		_____
Rosa		_____
Edy		_____

2.2 Response Drill. Respond to the cues given by the teacher by giving the appropriate greeting.

Cue		Response
6:30 a.m.,	Mr. White	Naimbag a bigat yo, Mr. White.
3:00 p.m.,	Ruben	Naimbag a malem mo, Ruben.
11:30 a. m.,	Dr. Sison	_____
8:30 a.m.,	apo	_____
7:30 p.m.,	Edy	_____
12:30 p.m.,	Alice	_____
4:00 p.m.,	Miss Santos	_____
9:30 p.m.,	Mrs. Reyes	_____

#1	M ₁	Kumusta kayo? ¹	How are you?
		Kumusta kayo, maestra?	How are you, teacher?

LESSON TWO

	Kumusta ka?	How are you?
	Kumusta ka, Rosa?	How are you, Rosa?
M ₂	Naimbag laeng.	Just fine.
	Naimbag laeng, maestra.	Just fine, teacher.
	Naimbag laeng, Juan.	Just fine, Juan.
C ₁	Kumusta kayo? ²	
	Naimbag laeng, maestra.	
C ₂	Kumusta kayo, maestra?	
	Naimbag laeng.	
	Naimbag laeng, Juan.	
C ₃	Kumusta ka?	
	Naimbag laeng.	
C ₄	Kumusta ka, Rosa?	
	Naimbag laeng.	
	Naimbag laeng, Juan.	

2.4 Substitution Drill. Repeat the model sentence once or twice. Then, substitute the given cues.

Cue		Response
	Model:	Kumusta ka, Rosa?
Ben		_____
Edy		_____
gayyem		_____
	Model:	Kumusta kayo, maestra?
Miss Cruz		_____
Mrs. de Leon		_____
Apo Prinsipal		_____

2.5 Substitution Drill. Repeat the model sentence once or twice. Afterwards, substitute the given cues, making all the changes necessary in the new sentence.

Cue		Response
	Model:	Kumusta ka, Maria?
maestro		Kumusta kayo, maestro?
apo		_____

ILOKANO LESSONS

Cue	Response
Linda	_____
Ruben	_____
Mrs. Santos	_____
Apo Prinsipal	_____
gayyem	_____

2.6 Response Drill. Teacher and students greet one another.

(1) Teacher starts the exchange.

- T Kumusta ka, Maria?
S1 Naimbag laeng, maestra.
T Kumusta ka, Edy?
S2 Naimbag laeng, maestra.
Kdp.

(2) Students start the exchange.

- S1 Kumusta kayo, maestra?
T Naimbag laeng.
S2 Kumusta kayo, maestra?
T Naimbag laeng.
Kdp.

(Students can be asked to act as teacher.)

2.7 Chain Drill. Practice greeting your classmates.

- S1 Kumusta ka? (to S2)
Naimbag laeng.
S2 Kumusta ka? (to S3)
Naimbag laeng.
S3 Kumusta ka? (to S4)
Naimbag laeng.
Kdp.

2.8 Chain Drill. Teacher and students participate in this drill. Teacher indicates by gesture who should recite. (Students can be asked to take the role of teacher.)

LESSON TWO

- S1 Kumusta ka?
 S2 Naimbag laeng.
 Kumusta ka?
 S3 Naimbag laeng.
 Kumusta kayo, maestra?
 T Naimbag laeng.
 Kumusta ka?
 S4 Naimbag laeng, maestra.
 Kumusta ka?
 S5 Naimbag laeng.
 Kdp.

2.9 Cumulative Drill. Greet one another according to the following pattern. Teacher gives cues and indicates by gesture who should recite.

Cue	Response
7:15 a.m.	S1 Naimbag a bigat mo, Edy.
	S2 Naimbag a bigat mo met, Ana.
	S1 Kumusta ka?
9:00 p.m.	S2 Naimbag laeng.
	Naimbag a rabiim, Juan.
	S3 Naimbag a rabiim met, Edy.
	S2 Kumusta ka?
11:15 a.m.	S3 Naimbag laeng.
	Naimbag nga aldaw mo, Norma.
	S4 Naimbag nga aldaw mo met, Juan.
	S3 Kumusta ka?
	S4 Naimbag laeng.

Continue with other cues.

8:00 p.m.	4:00 p.m.
6:00 a.m.	12:00 noon

2.10 Dialogues for Memory.

- (1) Ben: Naimbag a malem mo,
 Rosa.
 Rosa: Naimbag a malem mo
 met, Ben.

ILOKANO LESSONS

- | | | | |
|-----|---------|------------------------------------|-----------------------|
| | Ben: | Kumusta ka? | |
| | Rosa: | Naimbag laeng. | And you? How are you? |
| | | Ket sika? Kumusta ka? | |
| | Ben: | Naimbag met. | |
| (2) | Ana: | Naimbag a bigat yo, Miss Santos. | |
| | Miss S: | Kasta met. | Same to you. |
| | Ana: | Kumusta kayo, Miss Santos? | |
| | Miss S: | Nasayaat met. | Just fine. |
| | | Ket sika? Kumusta ka? | |
| | Ana: | Nasayaat met, Miss Santos. | |
| (3) | Mr. R: | Naimbag a bigat mo, Rosa | |
| | Rosa: | Naimbag a bigat yo met, Mr. Reyes. | |
| | Mr. R: | Kumusta ka? | |
| | Rosa: | Naimbag laeng, Mr. Reyes. | And you? How are you? |
| | | Ket dakayo? Kumusta kayo? | |
| | Mr. R: | Kastoy latta. | Just fine. |
| (4) | PCV: | Naimbag nga aldaw mo, Pedro. | |
| | Pedro: | Kasta met kenka, Jim | Same to you, Jim. |
| | PCV: | Kumusta ka? | |
| | Pedro: | Kastoy latta. | |

2.11 Role-Playing. Use the text of the above dialogues in acting out the situations below. Make your performance natural and convincing by using appropriate gestures.

- (1) You are walking to the dorm. You meet your teacher. You greet him and ask how he is.
- (2) You are on a bus. A friend gets on. You greet each other.
- (3) You're a teacher. You meet your student on the playground. You greet each other.

LESSON TWO

- (4) You are walking on the street. You meet your student's father. Greet him and ask how he is.

VOCABULARY

apo	title of respect for older people or for strangers
doktor	doctor
(Dr.)	
ka	you (singular)
kasta met	a greeting response: 'same to you'
kastoy	a greeting response: 'just fine'
latta	
kayo	you (plural)
kenka	to you
ket	and
kumusta	a greeting: how (are you)
(ka)	
dakayo	you (plural)
gayyem	friend
laeng	a grammatical element (particle) meaning 'only', 'just'
maestro	teacher (male)
mister	mister (Mr.)
(Mr.)	
misis	madam (Mrs.)
(Mrs.)	
naimbag	fine
nasayaat	fine
prinsipal	principal
sika	you (singular)

LESSON THREE

(Maikatlo a Leksion)

Deictics:¹ daytoy, dayta, daydiay, dagitoy, dagita,
 dagidiay

Question ania
Word:

- | | | | |
|----|----------------|---------------------------|---------------------------|
| #1 | M ₁ | Ania daytoy? | What's this? |
| | | Ania dayta? | What's that? |
| | | Ania daydiay? | What's that (yonder)? |
| | M ₂ | Libro daytoy. | This is a book. |
| | | Lapis dayta. | That's a pencil. |
| | | Lamisaan daydiay. | That (yonder) is a table. |
| | C ₁ | Ania daytoy? ² | |
| | | Lapis dayta. | |
| | C ₂ | Ania dayta? ² | |
| | | Libro daytoy. | |
| | C ₃ | Ania daydiay? | |
| | | Lamisaan daydiay. | |

3.1 Repetition and Substitution Drill. This exercise is done twice: first as a repetition exercise, next as a substitution drill.

Model:	Lapis daytoy.	This is a pencil.
	Libro _____	_____ book.
	Papel _____	_____ (piece of) paper.
	Lamisaan _____	_____ table.
	Tugaw _____	_____ chair.

3.2 Question and Answer Drill. Respond to the teacher's question.

T Ania dayta? (pointing to an object near S₁)

LESSON THREE

S1 Lapis daytoy.

T Ania dayta?

S2 Libro daytoy.

T Ania dayta?

S3 Papel daytoy.

Kdp.

3.3 Chain Drill. Ask ania dayta to one another. Be sure to observe proper distances.

S1 Ania dayta?

S2 Lamisaan daytoy.

Ania dayta?

S3 Libro daytoy.

Ania dayta?

S4 Papel daytoy.

Kdp.

3.4 Substitution Drill. Repeat the model sentence once or twice. Then, substitute the given cues.

Cue	Model:	Response
	Lapis dayta.	That's a pencil.
libro	Libro dayta.	_____ book.
lamisaan	_____	_____ table.
tugaw	_____	_____ chair.
pisarra	_____	_____ blackboard.
tisa	_____	_____ (piece of) chalk.
ireyser	_____	_____ an eraser.
papel	_____	_____ (piece of) paper.

3.5 Question and Answer Drill. Respond to the teacher's question.

T Ania daytoy?

S1 Lamisaan dayta.

T Ania daytoy?

S2 Tugaw dayta.

T Ania daytoy?

S3 Pisarra dayta.

ILOKANO LESSONS

Kdp.

3.6 Question and Answer Drill. Each student shows or touches an object and asks ania daytoy. The whole class responds.

- S₁ Ania daytoy?
- C1 Libro dayta.
- S₂ Ania daytoy?
- C1 Papel dayta.
- S₃ Ania daytoy?
- C1 Tugaw dayta.

3.7 Question and Answer Drill. Distinguish between the use of daytoy and dayta.

- T Ania daytoy?
- S₁ Lapis dayta.
- T Ania dayta?
- S₂ Papel daytoy.
- T Ania dayta?
- S₃ Tugaw daytoy.
- Kdp.

Repeat the above exercise as a chain drill.

- S₁ Ania daytoy?
- S₂ Ireyser dayta.
Ania dayta?
- S₃ Tugaw daytoy.
Ania daytoy?
- S₄ Lapis dayta.
Kdp.

3.8 Substitution Drill. Repeat the model sentence once or twice. Then, substitute the given cues.

Cue	Model:	Response
tisa	Pisarra daydiay.	That (yonder) is a blackboard. _____ (piece of) chalk.

LESSON THREE

Cue	Response
ireyser	_____ an eraser.
tawa	_____ window.
ruangan	_____ door.
diding	_____ wall.

3.9 Question and Answer Drill. Respond to the teacher's question.

- T Ania daydiay?
C1 Tisa daydiay.
T Ania daydiay?
C1 Ireyser daydiay.
T Ania daydiay?
C1 Diding daydiay.

Repeat the above exercise as a chain drill.

- S1 Ania daydiay?
S2 Diding daydiay.
Ania daydiay?
S3 Ruangan daydiay.
Ania daydiay?
S4 Tawa daydiay.
Kdp.

3.10 Chain Drill. Ask and answer ania daytoy, dayta, daydiay questions.

- S1 Ania daytoy?
S2 Pissarra dayta.
Ania dayta?
S3 Lapis daytoy.
Ania daydiay?
S4 Diding daydiay.
Ania dayta?
Kdp.

ILOKANO LESSONS

Variation: Students go up front in pairs and ask each other ania daytoy, dayta, daydiay questions.

- #2 M₁ Ania dagitoy?
 Ania dagita?
 Ania dagidiay?
- M₂ Libro dagitoy.
 Lapis dagita.
 Papel dagidiay.
- C₁ Ania dagitoy?
 Lapis dagita.
- C₂ Ania dagita?
 Libro dagitoy.
- C₃ Ania dagidiay?
 Papel dagidiay.

3.11 Substitution Drill. Repeat the model sentence once or twice. Then, substitute the given cues.

<u>Cue</u>	<u>Response</u>
	Model: Tugaw dagitoy. Lamisaan dagitoy.
lamisaan	_____
tisa	_____
ireyser	_____
lapis	_____

3.12 Question and Answer Drill. Respond to the teacher's question.

- T Ania dagita?
S₁ Tugaw dagitoy.
T Ania dagita?
S₂ Lamisaan dagitoy.
T Ania dagita?
S₃ Papel dagitoy.
 Kdp.

LESSON THREE

3.13 Chain Drill. Repeat exercise 3.12 as a chain drill.

- S1 Ania dagita?
S2 Tugaw dagitoy.
Ania dagita?
S3 Papel dagitoy.
Ania dagita?
S4 Diding dagitoy.
Kdp.

3.14 Substitution Drill. Repeat the model sentence once or twice. Then, substitute the given cues.

<u>Cue</u>		<u>Response</u>
	Model:	Pisarra dagita.
tawa		Tawa dagita.
ruangan		_____
diding		_____
lapis		_____
libro		_____

3.15 Question and Answer Drill. Respond to the teacher's question.

- T Ania dagitoy?
C1 Pisarra dagita.
T Ania dagitoy?
C1 Tawa dagita.
T Ania dagitoy?
C1 Ruangan dagita.
Kdp.

Variation. The above exercise can be done as a chain drill, or a student can act as teacher and ask questions of the class.

3.16 Substitution Drill. Repeat the model sentence once or twice. Then, substitute the given cues.

<u>Cue</u>		<u>Response</u>
	Model:	Diding dagidiay.
ireyser		Ireyser dagidiay.

ILOKANO LESSONS

Cue	Response
tawa	_____
ruangan	_____
pisarra	_____
Kdp.	

3.17 Chain Drill. Ask ania dagidiay to one another.

- S1 Ania dagidiay?
S2 Lapis dagidiay.
Ania dagidiay?
S3 Ireysen dagidiay.
Ania dagidiay?
S4 Pisarra dagidiay.
Kdp.

3.18 Question and Answer Drill. Teacher asks ania + deictic questions; individual students answer.

- T Ania daytoy?
S1 Lapis dayta.
T Ania dayta?
S2 Papel daytoy.
T Ania daydiay?
S3 Ireysen daydiay.
T Ania dagitoy?
S4 Libro dagita.
T Ania dagita?
S5 Tugaw dagitoy.
T Ania dagidiay?
S6 Lamisaan dagidiay.

3.19 Chain Drill. Do exercise 3.18 as a chain drill. Use different deictics.

#3 (Supplementary Cycle)

M₁ Ania ti Ilokano ti
'cigarette'?

What's 'cigarette' in
Ilokano?

LESSON THREE

M2 Sigarilyo.

‘Sigarilyo.’

C Ania ti Ilokano ti ‘cigarette’? Sigarilyo.

3.20 Repetition Drill. Repeat the following sentences after the teacher.

Ania ti Ilokano ti ‘cigarette’?

_____ ‘shoes’?

_____ ‘umbrella’?

_____ ‘ceiling’?

_____ ‘floor’?

3.21 Question and Answer Drill. A student asks an ania ti _____ question; the teacher answers it; the class repeats the answer in unison.

S1 Ania ti Ilokano ti ‘umbrella’?

T Payong.

C1 Payong.

S2 Ania ti Ilokano ti ‘ceiling’?

T Bobeda.

C1 Bobeda.

Kdp.

3.22 Chain Drill. Ask one another ania ti _____ questions. Use the vocabulary items you have learned so far.

S1 Ania ti Ilokano ti ‘blackboard’?

S2 Pissarra.

Ania ti Ilokano ti ‘chalk’?

S3 Tisa.

Ania ti Ilokano ti ‘shoes’?

S4 Sapatos.

Kdp.

3.23 Cumulative Activity.

ILOKANO LESSONS

- (1) Go around the classroom and identify a few objects. Use daytoy, dayta, daydiay, dagitoy, dagita, and dagidiay at least once each.
- (2) Make a classroom tour with one or two classmates. Ask ania + deictic questions and let your classmate(s) answer. Use daytoy, dayta, daydiay, dagitoy, dagita, and dagidiay at least once each.

VOCABULARY

ania	what
bobeda	ceiling
dagidiay	those (yonder)
dagita	those
dagitoy	these
daydiay	that (yonder)
dayta	that
daytoy	this
diding	wall
ireyser	eraser
lamisaan	table
lapis	pencil
libro	book
papel	paper
payong	umbrella
pisarra	blackboard
ruangan	door
sigarilyo	cigarette
tawa	window
tisa	chalk
tugaw	chair

LESSON FOUR

(Maikapat a Leksion)

Review

Question ania
Word:
Deictics: (sg) daytoy, dayta,
 daydiay
 (pl) dagitoy, dagita,
 dagidiay

New Material

Plural of
Nouns

4.1 Substitution Drill. Repeat the model sentence once or twice. Then, substitute the given cues.

Cue	Response
	Model: Tawa daytoy.
dayta	Tawa dayta.
ruangan	_____
daydiay	_____
diding	_____
dagita	_____
pisarra	_____
dagitoy	_____
libro	_____
dagidiay	_____

4.2 Transformation Drill. Convert the singular form of the deictic to the plural.

Singular	Plural
Papel daytoy.	Papel dagitoy.
Libro dayta.	Libro dagita.
Lamisaan daydiay.	_____
Maestro daydiay.	_____
Estudiante dayta.	_____
‘That’s a student.’	
Treyni daytoy.	

ILOKANO LESSONS

Singular

'This is a trainee.'

Plural

4.3 Repetition and Transformation Drill. Repeat the sentence given by the teacher. Then, say it a second time changing the number of the deictic.

Teacher

Ruangan daytoy.
Silaw dagita.
'Those are lights.'

Kayo dagidiay.
'Those are trees.'

Bulong dayta.
'That's a leaf.'

Sabong dagitoy.
'These are flowers.'

Ru-ut dagitoy.
'That's grass.'

Kayo daytoy.
Bulong dagita.

Response 1

Ruangan daytoy.
Silaw dagita.

Response 2

Ruangan dagitoy.
Silaw dayta.

4.4 Transformation Drill. A student gives a sentence using a deictic. The class repeats the sentence changing the deictic to the singular or the plural, as the case may be.

S1 Silaw dayta.

C1 Silaw dagita.

S2 Tugaw dagitoy.

C1 Tugaw daytoy.

S3 Lamisaan dagidiay.

C1 Lamisaan daydiay.

Kdp.

#1 M₁ Ania dagitoy?

Ania dagita?

Ania dagidiay?

M₂ Liblibro dagitoy.¹

Laplapis dagita.

Pappapel

dagidiay.

These are books.

Those are pencils.

Those (yonder) are pieces of paper.

LESSON FOUR

C1 Ania dagitoy?
Laplapis dagita.

C2 Ania dagita?
Liblibro dagitoy.

C3 Ania dagidiay?
Pappapel
dagidiay.

4.5 Repetition Drill. Repeat the following sentences after the teacher.

Lamlamisaan dagitoy. ²	These are tables.
Tawtawa dagidiay.	Those (yonder) are windows.
Silsilaw dagita.	Those are lights.
Tugtugaw dagidiay.	Those (yonder) are chairs.
Kaykayo dagita.	Those are trees.
Sabsabong dagitoy.	These are flowers.

4.6 Substitution Drill. Repeat the model sentence once or twice. Then, substitute the given cues.

Cue		Response
	Model:	Tawtawa dagidiay.
ruruangan		Ruruangan dagidiay.
dagitoy		Ruruangan dagitoy.
pappapel		_____
laplapis		_____
dagita		_____
lamlamisaan		_____
tawtawa		_____
silsilaw		_____
dagidiay		_____
tugtugaw		_____
kaykayo		_____
bulbulong		_____

4.7 Transformation Drill. Repeat the sentence given by the teacher changing the noun from the singular to the plural.

ILOKANO LESSONS

Teacher

Ruangan dagitoy.
Bulong dagita.
Lamisaan dagidiay.
Lapis dagitoy.
Silaw dagidiay.
Kayo dagita.
Tawa dagidiay.
Tugaw dagitoy.

Student

Ruruangan dagitoy.
Bulbulong dagita.

4.8 Chain Drill. Ask and answer ania dagitoy, dagita, dagidiay questions. Answer with plural nouns.

- S1 Ania dagidiay?
S2 Silsilaw dagidiay.
Ania dagitoy?
S3 Liblibro dagita.
Ania dagita?
S4 Pappapel dagitoy.
Kdp.

ADDITIONAL VOCABULARY

bado 'dress' or 'shirt'	-	badbado
pantalón 'pants'	-	panpantalón
medias 'socks' or 'stockings'	-	medmedias
sapatos 'shoes'	-	sapsapatos
singsing 'ring'	-	sisingsing
relo 'clock', 'wristwatch'	-	relrelo

4.9 Short Response Drill. Ask ania questions similar to those in 4.8, and give short responses like the examples below.

LESSON FOUR

Question

Ania dagitoy?
 Ania dagita?
 Ania dagidiay?
 Kdp.

Response

Lamlamisaan.
 Tawtawa.
 Panpantalon.

4.10 Transformation Drill. Teacher cues a singular noun; S1 gives a statement with a singular deictic; S2 repeats the sentence changing the noun and the deictic to the plural.

Cue

tugaw
 lamisaan
 sabong
 sapatos
 bado
 ruangan
 tawa
 Kdp.

S 1

Tugaw daytoy.
 Lamisaan dayta.
 Sabong daydiay.

S 2

Tugtugaw dagitoy.
 Lamlamisaan dagita.
 Sabsabong dagidiay.

4.11 Transformation Drill. Teacher cues a singular noun; S1 gives a statement with a plural noun and a plural deictic; S2 repeats the sentence changing the noun to the singular but retaining the plural deictic.

Cue

papel
 lapis
 silaw
 kayo
 bulong
 pantalon
 medias
 Kdp.

S 1

Pappapel dagitoy.
 Laplapis dagidiay.
 Silsilaw dagita.

S 2

Papel dagitoy.
 Lapis dagidiay.
 Silaw dagita.

4.12 Chain Drill. Ask one another ania dagitoy, dagita, dagidiay questions, and, using plural nouns, give short responses like the examples below.

S1 Ania dagitoy?
 S2 Lamlamisaan.
 Ania dagita?

ILOKANO LESSONS

- S₃ Pappapel.
Ania dagidiay?
S₄ Kaykayo.
Ania dagita?
S₅ Tugtugaw.
Kdp.

4.13 Chain Drill. Ask one another ania + deictic questions with either singular or plural deictics. Using singular nouns, give short responses as you did in the preceding exercise.

- S₁ Ania dagitoy?
S₂ Lamlamisaan.
Ania dagita?
S₃ Pappapel.
Ania dagidiay?
S₄ Kaykayo.
Ania dagita?
S₅ Tugtugaw.
Kdp.

4.13 Chain Drill. Ask one another ania + deictic questions with either singular or plural deictics. Using singular nouns, give short responses as you did in the preceding exercise.

- S₁ Ania daytoy?
S₂ Bado.
Ania daydiay?
S₃ Kayo.
Ania dagita?
S₄ Sabong.
Ania dagidiay?
S₅ Sapatos.
Kdp.

4.14 Activities.

LESSON FOUR

- (1) Do a picture study. Identify as many objects in your picture as you can, using singular and plural nouns and your deictics. Elicit some audience participation by asking ania questions of your listeners.
- (2) Pretend that you are an Ilokano teacher. Give a short lesson on singular and plural nouns.

VOCABULARY

bado	dress, shirt
bulong	leaf
kayo	tree
estudiante	student
medias	socks, stockings
pantalon	pants
relo	clock, wristwatch
ru-ut	grass
sabong	flower
sapatos	shoes
silaw	light
singsing	ring
treyni	trainee

LESSON FIVE

(Maikalima a Leksion)

Full Nominative Pronouns: siak series¹

Short Nominative Pronoun: ak series¹

Nominal Marker: ni/da

Question Word: sino

Conjunction: ken

- | | | | |
|----|----------------|---|--|
| #1 | M ₁ | Sino ak? ²
Sino ka?

Sino? (pointing to somebody) | Who am I?
Who are you (singular)?
Who is he/she? |
| | M ₂ | Siak ni Norma. ³
Sika ni Ben.
Isu ni Mr. Reyes. | I'm Norma.
You're Ben.
He's Mr. Reyes. |
| | C ₁ | Sino ka?
Siak ni Norma. | |
| | C ₂ | Sino ak?
Sika ni Ben. | |
| | C ₃ | Sino? (pointing to somebody)
Isu ni Mr. Reyes. | |

5.1 Repetition and Substitution Drill. This exercise is done twice: first as a repetition exercise; next as a substitution drill.

Model:	Siak ni Norma.	I'm Norma.
	_____ Ben.	
	_____ Edy.	
	_____ Miss Santos.	
	_____ Mrs. Reyes.	

LESSON FIVE

5.2 Chain Drill.

- T Siak ni Miss Santos.
Sino ka?
- S1 Siak ni Norma.
Sino ka?
- S2 Siak ni Edy.
Sino ka?
- S3 Siak ni Ben.
Sino ka?
- S4 Siak ni Ana.
Kdp.

5.3 Substitution Drill. Repeat the model twice or thrice. Then, substitute the given cues.

<u>Cue</u>		<u>Response</u>	
	Model:	Sika ni Norma.	You're Norma.
Ben		_____	
Edy		_____	
Ana		_____	
Bob		_____	

5.4 Chain Drill.

- S1 Sino ak? Who am I?
- S2 Sika ni Ruben. You're Ben.
Sino ak?
- S3 Sika ni Edy.
Sino ak?
- S4 Sika ni Ana.
Kdp.

5.5 Substitution Exercise. Repeat the model sentence twice or thrice. Then, substitute the given cues.

<u>Cue</u>		<u>Response</u>	
	Model:	Isu ni Ruben.	He's Ruben.
David		_____	

ILOKANO LESSONS

Cue	Response
Ana	_____
Rosa	_____
Ben	_____

5.6 Chain Drill.

T Sino? (asking S₁ and pointing Who is he/she? to S₂)

S₁ Isu ni David.

Sino? (asking S₂ and pointing to S₃)

S₂ Isu ni Ana.

Sino? (asking S₃ and pointing to S₄)

S₃ Isu ni Rosa.

Sino? (asking S₄ and pointing to S₅)

S₄ Isu ni Bob.

Kdp.

#2	M ₁	Sino ta?	Who are we (you and I)?
		Sino tayo?	Who are we (inclusive)?
		Sino kami?	Who are we (exclusive)?
		Sino kayo?	Who are you (plural)?
		Sino da?	Who are they?

M ₂	Data da Juan ken Nena. ³	We (you and I) are Juan and Nena.
	Datayo da Juan, Nena ken Ben.	We (inclusive) are Juan, Nena, and Ben.
	Dakami da Mr. Reyes ken Mr. Castro.	We (exclusive) are Mr. Reyes and Mr. Castro.
	Dakayo da Jose ken Pedro.	You (plural) are Jose and Pedro.
	Isuda da Sharon ken Muriel.	They are Sharon and Muriel.

C₁ Sino ta?

Data da Juan ken Nena.

C₂ Sino tayo?

Datayo da Juan, Nena, ken Ben.

C₃ Sino kami?

LESSON FIVE

Dakayo da Jose ken Pedro.

C4 Sino kayo?

Dakami da Mr. Reyes ken Mr. Castro.

C5 Sino da?

Isuda da Sharon ken Muriel.

5.7 Substitution Drill. Repeat the model sentence twice.
Then, substitute the given cues.

Cue	Model:	Response
Miss Santos, Ben		Data da Juan ken Nena.
Miss Lopez, Mr. Reyes		Data da Miss Santos ken Ben.
Ruben, Mrs. Cruz		_____

5.8 Chain Drill.

T Sino ta?

S1 Data da Miss Santos ken Ben.

Sino ta?

S2 Data da Ben ken David.

Sino ta?

S3 Data da David ken Rosa.

Kdp.

5.9 Substitution Drill. Repeat the model sentence twice.
Then, substitute the given cues.

Cue	Model:	Response
dakayo		Datayo da Ben, Lorna, ken Tom.
dakami		Dakayo da Ben, Lorna, ken Tom.
Mr. Garcia ken Diana		_____
dakayo		_____

Cue	Model:	Response
kayo		Sino kami?
tayo		_____

ILOKANO LESSONS

5.10 Question and Answer Drill. Divide the class into two groups. The groups ask and answer sino questions. The teacher provides cues for questions.

Cue	Response
kayo	G1 Sino kayo?
	G2 Dakami da Ben, Lorna, ken Edy.
kayo	Sino kayo?
	G1 Dakami da Rosa, Miguel, ken Esteban.
kami	Sino kami?
	G2 Dakayo da Rosa, Miguel, ken Esteban.
kami	Sino kami?
	G1 Dakayo da Ben, Lorna, ken Edy.
tayo	Sino tayo?
	G2 Datayo da Ben, Lorna, Edy, Rosa, Miguel, ken Esteban.
tayo	Sino tayo?
	G1 Datayo da Ben, Lorna, Edy, Rosa, Miguel, ken Esteban.
Kdp.	

5.11 Question and Answer Drill, into two or three smaller groups. Divide the class

- T Sino da? (asking G1 and pointing to G3)
G1 Isuda da Ben ken Ana.
T Sino da? (asking G3 and pointing to G2)
G3 Isuda da Elena ken Roberto.
T Sino da? (asking G2 and pointing to G1)
G2 Isuda da Susana ken Rosa.
Sino da? (asking G3 and pointing to G1)
G3 Isuda da Susana ken Rosa.
Sino da? (asking G1 and pointing to G2)
G1 Isuda da Elena ken Roberto.
Kdp.

5.13 Repetition Drill. Repeat the following sentences after the teacher. This drill illustrates the use of plural pronouns for the polite form.

LESSON FIVE

Sino kayo?	Who are you (singular addressee)?
Sino da?	Who is he/she?
Dakayo ni Mr. Santos.	You are Mr. Santos.
Isuda ni Mr. Reyes.	He is Mr. Reyes.

5.14 Chain Drill. This is an exercise on the use of plural pronouns for the polite form.

- T Sino ak?
S₁ Dakayo ni Mr. Santos.
Sino ak?
S₂ Dakayo ni Mr. Smith.
Sino ak?
S₃ Dakayo ni Mr. Nelson.
Sino ak?
S₄ Dakayo ni Mr. White
Kdp.

Reverse the questioning pattern.

- S₁ Sino kayo?
S₂ Siak ni Mr. Smith.
Sino kayo?
S₃ Siak ni Mr. Nelson.
Sino kayo?
T Siak ni Mr. Santos.
Sino kayo?
S₄ Siak ni Mr. Brown.
Kdp.

Ask about a third person.

- S₁ Sino da? (asking S₂ and pointing to S₃)
S₂ Isuda ni Mr. Reyes.
Sino da? (asking S₃ and pointing to S₄)
S₃ Isuda ni Mr. White.
Sino da? (asking S₄ and pointing to S₅)
S₄ Isuda ni Mr. Brown.
Kdp.

ILOKANO LESSONS

5.15 Cumulative Dialogues.

- (1) Situation: A PCV visits his newly-appointed co-teacher, Miss Morales. Miss Morales and the PCV are of the same age but are strangers to each other. (Note the use of the formal form.)

PCV:	Naimbag a rabii yo, apo.	
Miss M:	Naimbag a rabii yo met. Sumrek kayo.	Come in.
PCV:	Siak ni Charles Smith, apo.	
Miss M:	Siak met ni Miss Morales. Agtugaw kayo.	Have a seat.
PCV:	Dios ti agngina, apo.	Thank you, ma'am.

- (2) Situation: A group of PCV's visits the mayor's office.

PCV's:	Naimbag a bigat yo, Apo Mayor.
Mr. Mayor:	Naimbag a bigat yo met. Sumrek kayo.
PCV's:	Dios ti agngina, apo.
PCV:	Siak ni Charles Smith, apo. Isuda da Helen Brown ken Roger White. PCV kami, apo.
Mr. Mayor:	Maragsakan ak a makaam-ammo kadakayo. 'I am pleased to meet all of you.'

5.16 Activity. Act out the above dialogues. You may vary the contents slightly.

LESSON FIVE

VOCABULARY

ak	I
agtugaw	to sit down
kami	we (exclusive)
ken	and
da	they
dakami	we (exclusive)
data	we, dual (you and I)
datayo	we (inclusive)
Dios ti agngina	thank you
isu	he, she
isuda	they
makaam-ammo	to get acquainted with
maragsakan	to be glad, to be happy
ni	proper noun marker
siak	I
sumrek	to enter
ta	we, dual (you and I)
tayo	we (inclusive)

LESSON SIX

(Maikanem a Leksion)

Review

Nominative Pronouns: siak series ak series

Question Word: sino

New Material

Sino + deictic

Noun + deictic

6.1 Substitution Drill. Repeat the model sentence twice. Then, substitute the given cues.

Cue	Model:	Response
ak		Sino ka?
ta		Sino ak?
kami		Sino ta?
tayo		_____
kayo		_____
da		_____
dakayo	Model:	Dakami da Ben, Ana, ken Edy.
datayo		Dakayo da Ben, Ana, ken Edy.
isuda		_____
Mr. Reyes ken Mr. Ramos		_____
dakayo		_____
Edy ken Nestor	Model:	Data da Primo ken Bella.
Antonio ken Cleopatra		Data da Edy ken Nestor.
Romeo ken Julieta		_____
Mr. Smith ken Mr. Brown		_____
Mr. ken Mrs. de la Cruz		_____

6.2 Transformation Drill. Change the following informal sentences to the formal (polite) form with the use of plural pronouns.

Teacher	Student
Sino?	Sino da?

LESSON SIX

Teacher

Sino ka?
Sika ni Mr. White.
Isu ni Apo Mayor.
Sika ni Apo Prinsipal.
Isu ni Presidente Marcos.

Student

Sino kayo?
Dakayo ni Mr. White.
Isuda ni Apo Mayor.
Dakayo ni Apo Prinsipal.
Isuda ni Presidente Marcos.

6.3 Chain Drill. Ask and answer sino questions. Use different nominative pronouns.

S1 Sino? (asking S2 and pointing to S3)

S2 Isu ni Nestor.
Sino ta?

S3 Data da Nestor ken Ana.
Sino da?

S4 Isuda da Elena ken Ruben.
Kdp.

- | | | | |
|----|----|--|--|
| #1 | M1 | Sino daytoy?
Sino dayta?
Sino daydiay? | Who's this?
Who's that?
Who's that (yonder)? |
| | M2 | Ni Mario daytoy.
Ni Miss Reyes dayta.
Ni Rosing daydiay. | This is Mario.
That's Miss Reyes.
That (yonder) is Rosing. |
| | C1 | Sino daytoy?
Ni Miss Reyes dayta. ¹ | |
| | C2 | Sino dayta?
Ni Mario daytoy. | |
| | C3 | Sino daydiay?
Ni Rosing daydiay. | |

6.4 Substitution Drill. Repeat the model sentence once or twice. Then, substitute the given cues.

Cue

dayta

Model:

Response

Ni Miss Reyes daytoy.
Ni Miss Reyes dayta.

ILOKANO LESSONS

Cue	Response
daydiay	_____
Mr. Santos	_____
Ben	_____
Rudy	_____
Rosing	_____
Apo Mayor	_____
	Model: Sino daytoy?
dayta	_____
daydiay	_____

6.5 Question and Answer Drill on the use of daytoy and dayta. Use pictures for this drill. (It is usually impolite to ask sino daytoy/dayta when the person talked about is actually present.) Distribute pictures among students. Indicate by gesture who should recite.

- | | | |
|-----|---------|--------------------------|
| (1) | Teacher | Sino daytoy? |
| | Class | Ni Eisenhower dayta. |
| | S1 | Sino daytoy? |
| | Class | Ni de Gaulle dayta. |
| | S2 | Sino daytoy? |
| | Class | Ni Charlie Brown dayta. |
| | | Kdp. |
| (2) | Class | Sino dayta? |
| | Teacher | Ni Eisenhower daytoy. |
| | Class | Sino dayta? (to S1) |
| | S1 | Ni de Gaulle daytoy. |
| | Class | Sino dayta? (to S2) |
| | S2 | Ni Charlie Brown daytoy. |

If additional practice is needed, repeat the above as a chain drill.

6.6 Chain Drill. Ask and answer the question sino daydiay.

- | | |
|----|--|
| T | Sino daydiay? (addressing S1 and pointing to somebody quite far) |
| S1 | Ni Ruben daydiay. |
| | Sino daydiay? (addressing S2 and pointing to somebody quite far) |

LESSON SIX

- S2 Ni Mr. Cruz daydiay.
Sino daydiay? (addressing S3 and pointing to somebody quite far)
- S3 Ni Apo Prinsipal daydiay.
Kdp.

#2	M ₁	Sino dagitoy?	Who are these?
		Sino dagita?	Who are those?
		Sino dagidiay?	Who are those (yonder)?
	M ₂	Da Mario ken Ben dagitoy.	These are Mario and Ben.
		Da Rosing, Edy, ken Ana dagita.	Those are Rosing, Edy, and Ana.
		Da Mrs. Santos ken Mr. Reyes dagidiay.	Those (yonder) are Mrs. Santos and Mr. Reyes.
	C ₁	Sino dagitoy?	
		Da Rosing, Edy, ken Ana dagita.	
	C ₂	Sino dagita?	
		Da Mario ken Ben dagitoy.	
	C ₃	Sino dagidiay?	
		Da Mrs. Santos ken Mr. Reyes dagidiay.	

6.7 Substitution Drill. Repeat the model sentence once or twice. Then, substitute the given cues.

Cue	Model:	Response
dagita		Da Rosing ken Ben dagitoy.
dagidiay		Da Rosing ken Ben dagita.
Mr. Reyes, Ana		_____
Mr. Santos, Miss Cruz		_____
Edy, Nestor		_____
Nena, Bob		_____
	Model:	Sino dagitoy?
dagita		_____
dagidiay		_____

ILOKANO LESSONS

6.8 Question and Answer Drill on dagitoy and dagita. The pictures used for exercise 6.5 may be used again. Teacher gives two or more pictures to each student. Teacher indicates by gesture who should recite.

- (1) Teacher Sino dagitoy?
Class Da Kennedy ken Pope Paul dagita.
S1 Sino dagitoy?
Class Da Rockefeller ken Marcos dagita.
Kdp.
- (2) Class Sino dagita?
Teacher Da Martin Luther King ken Percy dagitoy.
Class Sino dagita?
S1 Da Macapagal ken Rizal dagitoy.
Class Sino dagita?
S2 Da Julie Andrews ken Charlton Heston dagitoy.
Kdp.

6.9 Question and Answer Drill on dagidiay.

- T Sino dagidiay? (asking S1 and pointing to 2 or more people at a distance)
- S1 Da Ben ken Edy dagidiay.
Sino dagidiay? (asking S2 and pointing to 2 or more people at a distance)
- S2 Da Miss Santos ken Ana dagidiay.
Sino dagidiay? (asking S3 and pointing to 2 or more people at a distance)
- S3 Da Elena ken Martin dagidiay.
Kdp.

6.10 Substitution Drill. Repeat the model sentence once or twice. Then, substitute the given cues making all the necessary changes in the sentence.

Cue	Model:	Response
Ben ken Norma dagita		Ni Nena daytoy. Da Ben ken Norma dagitoy. Da Ben ken Norma dagita.

LESSON SIX

Cue	Response
Miss Lopez	Ni Miss Lopez dayta.
daydiay	_____
Miss Ramos ken Juan	_____
Muriel ken Sharon	_____
Muriel	_____
Mr. Santos ken Norman	_____
dagitoy	_____
Apo Prinsipal	_____
Apo Prinsipal ken Apo Maestro	_____
dagita	_____
Apo Maestro	_____

6.11 Question and Answer Drill. Teacher divides the class into 2 groups. According to given cues, one group asks a sino question, the other answers.

Cue	Response	Cue	Response
daytoy	Sino	Juana	Ni Juana dayta.
	daytoy?		
ka	Sino ka?	Ben	Siak ni Ben.
dagitoy	Sino	Mr. Reyes	Da Mr. Reyes ken
	dagitoy?	ken Dr.	Dr. Flores dagita.
		Flores	
kami	Sino	Mr. Cruz ken	Dakayo da Mr.
	kami?	Mr. Castro	Cruz ken Mr.
			Castro
dayta	Sino	Miss Molina	Ni Miss Molina
	dayta?		daytoy.
kayo	Sino	Elena, Rosa,	Dakami da Elena,
	kayo?	ken Ana	Rosa, ken Ana.
daydiay	Sino	Tony	Ni Tony daydiay.
	daydiay?		
dagi-diay	Sino	Mike ken	Da Mike ken Tony
	dagidiay?	Tony	dagidiay.
da	Sino da?	Miss Lopez	Isuda da Miss
		ken Mr.	Lopez ken Mr.
		Ramos	Ramos.

6.12 Dialogue for Memory.

Situation: John visits his friend, Ben, in his office.

ILOKANO LESSONS

- John: Naimbag a malem mo,
Ben.
Ben: Naimbag a malem mo
met.
Kumusta ka?
John: Naimbag laeng. Ket
sika?
Ben: Kastoy latta. Sino (pointing to a picture)
daytoy?
John: Ni ading ko dayta. That's my younger brother/
sister.
John: Agtugaw ka.
Ben: Dios ti agngina. Thank you.

VOCABULARY

ading	younger sibling
mayor	mayor

LESSON SEVEN

(Maikapito a Leksion)

Equational Sentence: noun + ak pronouns / ni/da _____

Affirmative statement

Question

Affirmative and negative responses

Negative statement

7.1 Dialogue.

John: Naimbag a bigat mo.

Bert: Kasta met kenka.

John: Siak ni John Brown.

I'm John Brown.

PCV ak. Kumusta ka?

I'm a PCV. How are you?

Bert: Naimbag laeng.

Amerikano ka?

Are you an American?

John: Wen, Amerikano ak.

Yes, I'm an American.

7.2 Repetition Drill. Repeat the following sentences after the teacher.

Amerikano ak.

I'm an American (m).

Pilipino ka.

You're a Filipino (m).

Estudiante.

He/She is a student.

Amerikana ta.

We (dual) are Americans (f).

Treyni tayo.

We (incl) are trainees.

Pis Kor kami.

We (excl) are Peace Corps
(Volunteers).

Maestro kayo.

You are teachers.

Ilokano da.

They are Ilokanos.

Cebuano ni Carlos.

Carlos is a Cebuano.

Hapon da Misu ken

Misu and Fumiko are Japanese.

Fumiko.

7.3 Substitution Drill. Repeat the model sentence once or twice. Then, substitute the given cues.

Cue

Response

Model: Amerikano ak.

ILOKANO LESSONS

Cue	Response
maestra	Maestra ak.
ka	Maestra ka.
estudiante	_____
treyni	_____
tayo	_____
Pis Kor	_____
kami	_____
kayo	_____
Hapon	_____
da	_____
ni Carlos	_____
Cebuano	_____
da Carlos ken Vicky	_____

7.4 Sentence Formation Drill. Give three sentences about yourself, you and your classmate, or other member (s) of the class.

- e.g. (1) Siak ni Ruth Ward.
 Amerikana ak.
 Estudiante ak.
- (2) Dakayo ni Miss Cruz.
 Pilipina kayo.
 Maestra kayo.
- (3) Isuda da Bert ken Doming.
 Ilokano ni Doming.
 Cebuano ni Bert.
 Kdp.

7.5 Repetition Drill. Repeat the following sentences after the teacher.¹

Amerikano ka?	Are you an American?
Pilipino ak?	Am I a Filipino?
Prinsi pal?	Is he/she a principal?
Estudiante ta?	Are we students?
Babbai ta yo?	Are we girls?
Treyni ka mi?	Are we trainees?
Lallaki ka yo?	Are you boys?
Maestro da?	Are they teachers?

LESSON SEVEN

7.6 Substitution Drill. Repeat the model sentence twice or thrice. Be sure about your intonation pattern. Then, substitute the given cues.

Cue	Response
	Model: Babai ak?
ka	Babai ka?
lalaki	Lalaki ka?
estudiante	_____
tayo	_____
maestro	_____
kayo	_____
Amerikano	_____
ni Ben	_____
da Vicky ken Juan	_____

7.7 Transformation Drill. The following statements are written on the board. Teacher divides the class into two groups. One group reads a statement; the other group transforms it to a question.

Statement	Question
G ₁ Tagalog ni Ruth.	G ₂ Tagalog ni Ruth?
G ₂ Estudiante da Tom ken Ann.	G ₁ Estudiante da Tom ken Ann?
G ₂ Doktor ak. 'I'm a doctor.' Nars kayo. 'You're nurses.' Mayor. 'He/She is a mayor.' Abogado kami. 'We're lawyers.' Inhinyero da. 'They're engineers.'	G ₁ Doktor ak? _____ _____ _____ _____ _____ _____
#1 M ₁ Amerikano ak? Estudiante ni Ruth? Maestra da Cecile ken Nina?	Am I an American? Is Ruth a student? Are Cecile and Nina teachers?
M ₂ Wen, Amerikano ka. Wen, estudiante.	Yes, you're an American. Yes, she's a student.

ILOKANO LESSONS

Wen, maestra da.

Yes, they're teachers.

C₁ Amerikano ak?

Wen, Amerikano ka.

C₂ Estudiante ni Ruth?

Wen, estudiante.²

C₃ Maestra da Cecile ken
Nina?

Wen, maestra da.

7.8 Chain Drill. Ask questions of one another, and give affirmative responses.

T Abogado ni Nixon?

S₁ Wen, abogado.

Inhinyero ka?

S₂ Wen, inhinyero ak.

Estudiante? (asking S₃ and pointing to S₁)

S₃ Wen, estudiante.

Pis Kor tayo?

Kdp.

#2 M₁ Pilipino kayo?

Inhinyero ni Jim?

Estudiante da Pedro ken Elena?

M₂ Saan, Amerikano kami.

Saan, doktor.

Saan, maestro da.

C₁ Pilipino kayo?

Saan, Amerikano kami.

C₂ Inhinyero ni Jim?

Saan, doktor.

C₃ Estudiante da Pedro ken Elena?

Saan, maestro da.

LESSON SEVEN

7.9 Question and Answer Drill. Answer the teacher's questions with negative responses. Use the cues supplied by the teacher.

Question	Cue	Negative Answer
Estudiante ka?	maestro	Saan, maestro ak.
Tagalog ak?	Ilokano	Saan, Ilokano ka.
Doktor?	nars	_____
Nars ta?	doktor	_____
Babbai kami?	lallaki	_____
Mayor kayo (pl)?	treyni	_____
Cebuano tayo?	Ilokano	_____
Prinsipal ni Mr. Torres?	Mayor	_____
Maestro da Mr. Reyes ken Miss Santos?	prinsipal	_____

7.10 Chain Drill. Ask one another questions that require negative (saan) answers.

- S₁ Maestro ka?
 S₂ Saan, treyni ak.
 Prinsipal ni Voltaire?
 S₃ Saan, maestro.
 Abogado da Jack ken Bob?
 S₄ Saan, doktor da.
 Kdp.

7.11 Question and Answer Drill. Elicit some nouns from the teacher which you can use in formulating questions similar to those in 7.10 above. Ask ania ti Ilokano ti N ?.

- S₁ Ania ti Ilokano ti 'senator'?
 T Senador.
 Class senador
 S₂ Ania ti Ilokano ti 'president'?
 T Presidente.
 Class presidente
 S₃ Ania ti Ilokano ti 'carpenter'?
 T Karpintero.
 Class karpintero

ILOKANO LESSONS

Kdp.

7.12 Chain Drill. Using the words you learned in exercise 7.11 and other words you already know, ask and answer wen/saan questions.

- S1 Presidente ka?
S2 Saan, Pis Kor ak.
Amerikano tayo?
S3 Wen, Amerikano tayo.
Karpintero ni Juan?
S4 Wen, karpintero ni Juan.
Kdp.

7.13 Repetition Drill. Repeat the following negative statements after the teacher.

(1) saan + ak pronouns

Saan ak nga abogado.	I'm not a lawyer.
Saan ka a Pis Kor.	You're not a Peace Corps (Volunteer).
Saan ta a Tagalog.	We're not Tagalogs.
Saan ta a doktor.	We're not doctors.
Saan kami nga estudiante.	We're not students.

(2) saan + 3rd person singular and plural nouns

Saan a Cebuano ni Ruth.	Ruth is not a Cebuano.
Saan nga Amerikano da Tom ken Ben.	Tom and Ben are not Americans.

7.14 Substitution Drill. Repeat the model sentence once or twice. Then, substitute the given cues.

Cue

ka
ta
tayo
kami
kayo

Model:

Response

Saan ak a maestro.
Saan ka a maestro.

LESSON SEVEN

Cue	Response
da	_____
ni Juan	Saan a maestro ni Juan.
da Pedro ken Juan	_____
doktor	_____
ni Rosa	_____

7.15 Transformation Drill. Change the teacher's affirmative statement to a negative statement.

Teacher	Students
Tagalog ni Jim.	Saan a Tagalog ni Jim.
Maestro kayo.	Saan kayo a maestro.
Abogado da Mr. Reyes ken	Saan nga abogado da Mr. Reyes
Mr. Cruz.	ken Mr. Cruz.
Nars kami.	_____
Hapon da.	_____
PCV ni Fely.	_____

7.16 Cumulative Practice. Using the materials you have learned from this and all the preceding lessons, do one of the following activities:

- (1) Greet a group and introduce yourself.
- (2) Introduce a friend to an audience.

7.17 Supplemental Dialogue.

Situation:	Helen Brown and Ruth Morales are riding in a bus.	
Helen:	Naimbag a malem mo. Siak ni Helen Brown. Ania ti nagan mo?	What's your name?
Ruth:	Siak ni Ruth Morales. Maestra ka?	
Helen:	Wen, maestra ak. Maestra ka met?	Are you a teacher, too?
Ruth:	Saan, sekretarya ak.	

VOCABULARY

abogado lawyer

ILOKANO LESSONS

Amerikana	American (female)
Amerikano	American (male)
babai	girl, female
babbai	girls, females
Cebuano	a person from Cebu (male); the female form is <u>Cebuana</u>
karpintero	carpenter
Hapon	Japanese (male); the female form is <u>Haponesa</u>
Ilokano	a person from the Ilocos region; the female form is <u>Ilokana</u>
inhinyero	engineer
lalaki	boy, male
lallaki	boys, males
mayor	mayor
nars	nurse
Pilipina	Filipino woman
Pilipino	Filipino
Pis Kor	Peace Corps Volunteer
presidente	president
saan	no
senador	senator
wen	yes

LESSON EIGHT

(Maikawalo a Leksion)

Review

Equational Sentence: noun + ak pronouns / ni/da _____

New Material

Equational Sentence: adjective + ak pronouns / ni/da _____

8.1 Substitution Drill. Repeat the model sentence twice.
Then, substitute the given cues.

Cue

Response

Model: Treyni ak.
Treyni ka.

ka

ta

tayo

kami

kayo

da

Ben

Bob ken Bert

Model: Estudiante ak?
Estudiante ka?

ka

ta

tayo

kami

kayo

da

Ben

Bob ken Bert

8. 2 Pronunciation Drill. Repeat the following words after
the teacher. (see Appendix E, section 9, Nationalities)

Alemán

German

Aprikáno/a

African

Kastíla

Spaniard

Hapón/Haponésa

Japanese

Insík

Chinese

ILOKANO LESSONS

Italiáno/a	Italian
Meksikáno/a	Mexican
Pransés	French

8.3 Chain Drill. Teacher distributes flash cards on which are written the words in exercise 8.2. With these as aids, students ask and answer questions answerable by wen 'yes'.

- S₁ Aprikano ka?
S₂ Wen, Aprikano ak.
Meksikana ni Elena?
S₃ Wen, Meksikana.
Italiano ak?
S₄ Wen, Italiano ka.
Kdp.

8.4 Chain Drill. Using the same cards used in exercise 8.3, ask and answer questions that call for a saan 'no' response.

- S₁ Pranses ak?
S₂ Saan, Kastila ka.
Insik ka?
S₃ Saan, Hapon ak.
Kastila ni Noel?
S₄ Saan, Pranses.
Kdp.

8.5 Dialogue.

Ana:	Naggapuam?	Where have you been?
Ben:	Dita opisina ni Mr. Reyes.	(There at) Mr. Reyes' office.
Ana:	Inhinyero ni Mr. Reyes?	Is Mr. Reyes an engineer?
Ben:	Saan, propesor.	No, he's a professor.
Ana:	Nalaing?	Is he smart?
Ben:	Wen, nalaing. Nagaget pay.	Yes, he's smart. He's hard-working, too.

8.6 Repetition Drill. Repeat the following sentences after the teacher.¹

LESSON EIGHT

Natayag ak.	I'm tall.
Pandek ka.	You're short.
Nagaget.	He/She is industrious.
Nasadut ta.	We're lazy.
Nalumeg tayo.	We're stout.
Nakuttong kayo.	You're thin.
Nalaing kami.	We're smart.
Namuno da.	They're stupid.
Naanos ni David.	David is kind/patient.
Naunget da Bob ken Jim.	Bob and Jim are cranky.

8.7 Substitution Drill. Repeat the model sentence twice. Then, substitute the given cues.

Cue	Response
	Model: Natayag ak.
ka	Natayag ka.
nagaget	Nagaget ka.
ta	_____
nalukmeg	_____
Juan	_____
naanos	_____
kayo	_____
Cindy ken Ruth	_____
nalaing	_____
Linda	_____
Helen ken Bob	_____

8.8 Sentence Formation Drill. Using the adjective cues written on the board, give one sentence about somebody or some people in the classroom.

Cue	Response
natayag 'tall'	S1 Naunget ni Pedro.
pandek 'short'	S2 Nakuttong ak.
nagaget 'industrious'	_____
nasadut 'lazy'	_____
nalukmeg 'stout'	_____
nakuttong 'thin'	_____
nalaing 'intelligent'	_____
namuno 'stupid'	_____
naanos 'kind'	_____
naunget 'cranky'	_____

ILOKANO LESSONS

8.9 Transformation Drill. Each student gives a statement using one of the adjectives in exercise 8.8. The class echoes the statement as a question.

S1 Nagaget ni Bob Johnson.

C1 Nagaget ni Bob Johnson?

S2 Nalaing tayo.

C1 Nalaing tayo?

S3 Naanos ka.

C1 Naanos ka?

Kdp.

8.10 Chain Drill. Using adjectives, ask wen/saan questions of one another.

S1 Natayag ni Miss Cruz?

S2 Wen, natayag.

Namuno ka?

S3 Saan, nalaing ak.

Nagaget tayo?

S4 Wen, nagaget tayo.

Kdp.

8.11 Transformation Drill. Change the teacher's affirmative statement to its negative form.

Teacher

Natayag ak.

Pandek da Mr. Reyes ken
Mr. Santos.

Nagaget ka.

Nasadut ni Juan.

Nalukmeg ni Esteban.

Nakuttong tayo.

Nalaing da.

Namuno da Alfredo ken
Charlie.

Naanos kami.

Naunget kayo.

Student

Saan ak a natayag.

Saan a pandek da Mr. Reyes ken
Mr. Santos.

LESSON EIGHT

8.12 Sentence Formation Drill. Give two sentences, one affirmative and one negative, descriptive of yourself or somebody else. Use sets of adjective antonyms.

- S₁ Nagaget ak.
Saan ak a nasadut.
S₂ Naanos ni Carlos.
Saan a nauyong.
S₃ Namuno tayo.
Saan tayo a nalaing.
Kdp.

Additional Vocabulary

nasingpet	well-behaved
naloko	naughty, mischievous
napintas	beautiful
naalas	ugly (for females)
naguapo	handsome
saan a naguapo	ugly (for males)

- #1 M₁ Napintas ka?
Nasadut ni Maria?
Naloko da Ben ken Edy?
- M₂ Saan, saan ak a napintas.
Saan, saan a nasadut.
Saan, saan da a naloko.
- C₁ Napintas ka?
Saan, saan ak a napintas.
- C₂ Nasadut ni Maria?
Saan, saan a nasadut.
- C₃ Naloko da Ben ken Edy?
Saan, saan da a naloko.

8.13 Substitution Drill. Repeat the model negative response once or twice. Then, substitute the given cues.

ILOKANO LESSONS

Cue	Response
	Model: Saan, saan ka a naloko.
da	_____
Rosa	_____
tayo	_____
da Tony ken Marcia	_____
kayo	_____

8.14 Chain Drill. Ask one another wen/saan questions using adjectives and give negative answers similar to those in exercise 8.13.

- S₁ Naguapo ni Henry?
 S₂ Saan, saan a naguapo.
 Natayag ka?
 S₃ Saan, saan ak a natayag.
 Naunget ni Miss Cruz?
 S₄ Saan, saan a naunget.
 Kdp.

8.15 Writing Activity. Give a one-sentence description for each of ten famous personalities. You may consult Appendix E, Section V for additional adjectives.

VOCABULARY

Alemán	German
Aprikano	African (male); the female form is <u>Aprikana</u>
Kastila	Spaniard
Insik	Chinese
Italiano	Italian (male); the female form is <u>Italiana</u>
Meksikano	Mexican (male); the female form is <u>Meksikana</u>
naalas	ugly (for females)
naanos	kind, patient
nakuttong	thin
nagaget	hard-working, industrious
naguapo	handsome
nalaing	intelligent, smart
naloko	naughty, mischievous
nalukmeg	stout
namuno	stupid
napintas	beautiful

LESSON EIGHT

nasadut	lazy
nasingpet	well-behaved
natayag	tall (used for people)
naunget	cranky
pandek	short
pay	an enclitic meaning 'too'
Pranses	French
propesor	professor

LESSON NINE

(Maikasiam a Leksion)

Structure: Sino + ti N
 Sino + ti N + ti N
 More on Equational
 Sentences
 Negative Question (Saan
 _____?)
 Nominal ti/dagiti
 Marker:

- | | | | |
|----|----------------|--|------------------------------------|
| #1 | M ₁ | Sino ti 'Center Director'? | Who's the 'Center Director'? |
| | | Sino dagiti estudiante? | Who are the students? |
| | M ₂ | Ni Al White ti 'Center Director'. | Al White is the 'Center Director'. |
| | | Da Nestor ken Ruben ti (dagiti) estudiante. ¹ | Nestor and Ruben are the students. |
| | C ₁ | Sino ti 'Center Director'? | |
| | | Ni Al White ti 'Center Director'. | |
| | C ₂ | Sino dagiti estudiante? | |
| | | Da Nestor ken Ruben ti (dagiti) estudiante. | |

9.1 Repetition Drill. Repeat the following sentences after the teacher.

Ni Al White ti 'Center Director'.
 Ni Dick McGinn ti 'Country Director'.
 Ni Jerry Caton ti 'Site Director'.
 Ni Terry Ramos ti 'Language Coordinator'.
 Ni Doming Castillo ti 'Ilokano Coordinator'.

9.2 Response Drill. Answer the teacher's questions with factual answers.

LESSON NINE

Teacher

Sino ti 'Center Director'?
 Sino ti 'Country
 Director'?
 Sino ti 'Site Director'?
 Sino ti 'Language
 Coordinator'?
 Sino ti 'Field Assessment
 Officer'?

Students

Ni Al White ti 'Center Director'.
 Ni Dick McGinn ti 'Country
 Director'.
 Ni Jerry Caton ti 'Site Director'.
 Ni Terry Ramos ti 'Language
 Coordinator'.
 Ni Ed Dreyfus ti 'Field
 Assessment Officer'.

9.3 Substitution Exercise. Repeat the model sentence. Then, substitute the given cues.

Cue

Model:

Country Director
 Tagalog Coordinator
 Science Coordinator
 AAP Coordinator
 FAO
 PE Coordinator

Response

Sino ti 'Center Director'?
 Sino ti 'Country Director'?
 Sino ti 'Tagalog Coordinator'?

9.4 Question and Answer Drill. Teacher divides the class into two groups. According to given cues, the groups ask and answer sino + ti N questions.

Cue

PE
 Coordinator

G1

Question

Sino ti 'PE
 Coordinator'?

G2

Answer

Ni George
 Ricketts ti
 'PE
 Coordinator'.

Tagalog
 Coordinator

G2

Sino ti
 'Tagalog
 Coordinator'?

G1

Ni Vida de
 Guzman ti
 'Tagalog
 Coordinator'.

TESL
 Instructor

G1

Sino ti 'TESL
 Instructor'?

G2

Ni Geri
 Maiaico ti
 'TESL
 Instructor'.

Site
 Director

G2

Sino ti 'Site
 Director'?

G1

Ni Jerry
 Caton ti 'Site
 Director'.

ILOKANO LESSONS

Cue		Question		Answer
Science Coordinator	G ₁	Sino ti 'Science Coordinator'?	G ₂	Ni Vennise Lomibao ti 'Science Coordinator'.

kdp.

If additional practice is needed, a chain drill on the above can be conducted.

S1 Sino ti 'Site Director'?

S2 Ni Jerry Caton ti 'Site Director'.

Sino ti 'Ilokano Coordinator'?

S3 Ni Doming Castillo ti 'Ilokano Coordinator'.

Kdp.

9.5 Repetition Drill, Repeat the following sentences after the teacher.

Da Nestor ken Ruben ti estudiante.

Da Evelyn ken Precy ti maestra.

Da Doming ken Angel ti maestro.

Da Bob ken Martha ti 'Science trainees'.

Da Juanita ken Miguel ti 'Math trainees'.

9.6 Substitution Drill. Repeat the model sentence twice. Then, substitute the given cues.

Cue	Response
	Model: Da Nestor ken Ruben ti estudiante.
maestro	Da Nestor ken Ruben ti maestro.
TESL trainees	_____
Bob ken Martha	_____
Science trainees	_____
Juanita ken	_____
Miguel	_____
Math trainees	_____

9.7 Substitution Drill. Repeat the model sentence twice. Then, substitute the given cues.

LESSON NINE

Cue	Response
	Model: Sino dagiti estudiante?
maestro	Sino dagiti maestro?
maestra	_____
TESL trainees	_____
Math trainees	_____
Science trainees	_____
Tagalog instructors	_____

9.8 Question and Answer Drill. Teacher divides the class into two groups. According to given cues, the groups ask and answer sino questions with plural subjects.

Cue		Question	Cue		Answer
maestro	G1	Sino dagiti maestro?	Angel ken Doming	G2	Da Angel ken Doming ti maestro.
maestra	G2	Sino dagiti maestra?	Evelyn ken Precy	G1	Da Evelyn ken Precy ti maestra.
TESL trainees		_____	Elena ken Roberto		_____
Math trainees		_____	Barbara, Lorenzo, ken Isidro		_____
Science trainees		_____	Juanita ken Miguel		_____
Tagalog instructors		_____	Fe, Toni, ken Angel		_____
Ilokano instructors		_____	Fely ken Narsing		_____

9.9 Substitution Drill. Repeat the model sentence twice. Then, substitute the given cues.

ILOKANO LESSONS

Cue	Model:	Response
sika		Siak ti estudiante.
isu		Sika ti estudiante.
data		_____
dakami		_____
datayo		_____
dakayo		_____
isuda		_____

9.10 Question and Answer Drill. Teacher divides the class into two groups. According to given cues, the groups ask and answer sino questions.

Cue		Question	Cue		Answer
Language Coordinator	G1	Sino ti 'language coordinator'?	isu	G1	Datayo ti 'TESL trainees'.
TESL trainees	G2	Sino dagiti 'TESL trainees'?	datayo	G2	Isu ti 'language coordinator'.
PE Coordinator			sika		
Math trainees			dakami		
Ilokano instructors			dakayo		

#2	M ₁	Sino ti maestro ti Ilokano?	Who's the Ilokano teacher? (literally: Who's the teacher of Ilokano?)
		Sino dagiti treyni ti TESL?	Who are the TESL trainees? (literally: Who are the trainees in TESL?)
	M ₂	Ni Doming ti maestro ti Ilokano. Da Bob ken Jane ti treyni ti TESL.	Doming is the Ilokano teacher. Bob and Jane are the TESL trainees.
	C ₁	Sino ti maestro ti Ilokano?	

LESSON NINE

Ni Doming ti maestro ti Ilokano.

C2 Sino dagiti treyni ti TESL?

Da Bob ken Jane ti treyni ti TESL.

9.11 Repetition Drill. Repeat the following sentences after the teacher.

Ni Doming ti maestro ti Ilokano.

Ni Ferdinand Marcos ti presidente ti Pilipinas.

Ni Leopold ti ari ti Belgium.

Ni Elizabeth II ti reyna ti England.

Da Jim ken Martha ti treyni ti science.

Da Mrs. Reyes ken Miss Gomez ti maestra ti Tagalog.

Da Belen ken Geri ti maestra ti TESL.

9.12 Chain Drill. Ask and answer sino + ti N + ti N questions.

T Sino ti presidente ti Pilipinas?

S1 Ni Ferdinand Marcos ti presidente ti Pilipinas. Sino ti reyna ti England?

S2 Ni Elizabeth II ti reyna ti England. Sino dagiti maestra ti Ilokano?

S3 Da Fe, Marcia, ken Narsing ti maestra ti Ilokano.
Kdp.

9.13 Substitution Drill. Repeat the model sentence twice. Then, substitute the given cues for the underlined element.

Cue

Response

Model: Natayag ti prinsipal.

naanos

nalaing

naguapo

nagaget

Amerikano

Pilipino

lalaki

Model: Amerikano dagiti treyni.

estudiante

nasingpet

ILOKANO LESSONS

Cue	Response
nakuttong	_____
lallaki	_____
babbai	_____
nalukmeg	_____

Model: Napintas ti maestra ti Cebuano.

naanos	_____
pandek	_____
nalaing	_____
Pilipina	_____

9.14 Question and Answer Drill. Ask and answer wen/saan questions. Use common noun subjects and use the nominal markers ti/dagiti. You may or may not expand your questions with a second ti phrase.

S1 Natayag ti ‘science coordinator’?

S2 Saan, saan a natayag. or, Saan, pandek.
Amerikano ti estudiante?

S3 Wen, Amerikano.
Pilipino ti maestro ti math?

S4 Saan, Amerikano.

#3	M1	Saan ka a natayag?	Aren’t you tall?
	M2	Wen, saan ak a natayag.	Yes, I’m not tall. (meaning: No I’m not tall.)
		Saan, saan ak a natayag.	No, I’m not tall.
		Saan man, natayag ak.	Yes, indeed, I’m tall.
	C1	Saan ka a natayag? Wen, saan ak a natayag.	
	C2	Saan ka a natayag?	

LESSON NINE

Saan, saan ak a
natayag.

C3 Saan ka a
 natayag?
 Saan man,
 natayag ak.

9.15 Transformation Drill. Change the following negative statements to negative questions.

Statement	Question
Saan ka a natayag.	Saan ka a natayag?
Saan ta a nakuttong.	_____
Saan da a pandek.	_____
Saan a maestro ni Bob.	_____
Saan a Pilipino da Jack.	_____
Saan a babai ti ubing.	_____
Saan a lallaki dagiti ubbing.	_____

9.16 Substitution Drill. Repeat the model sentence twice. Then, substitute the given cues.

Cue	Response
	Model: Wen, saan ak a natayag. ‘Yes (meaning <u>no</u>), I’m not tall.’
nalukmeg	_____
pandek	_____
Amerikano	_____
Pilipino	_____
	Model: Saan, saan ak a natayag. ‘No, I’m not tall.’
nalukmeg	_____
pandek	_____
Amerikano	_____
Pilipino	_____

9.17 Chain Drill. Ask and answer negative questions. Give agreement responses: wen/saan + negative statement.

	<u>Additional Vocabulary</u>
nabannog	- tired
natured	- brave, courageous

ILOKANO LESSONS

naannad	-	cautious, careful
napangas	-	conceited, boastful
natakrot	-	cowardly

- S1 Saan ka a nabannog?
- S2 Wen, saan ak a nabannog. or,
Saan, saan ak a nabannog.
Saan ka nga Aprikano?
- S3 Saan, saan ak nga Aprikano. or,
Wen, saan ak nga Aprikano.
Kdp.

9.18 Substitution Drill. Repeat the model sentence twice. Then, substitute the given cues.

Cue	Response
	Model: Saan man, natayag ak.
natured	_____
naannad	_____
Amerikano	_____
Italiano	_____

9.19 Chain Drill. Ask and answer negative questions. Give disagreement responses: saan man + affirmative statement.

- S1 Saan ka nga Amerikano?
- S2 Saan man, Amerikano ak.
Saan ka a naanad?
- S3 Saan man, naannad ak.
Saan ka a treyni?
- S4 Saan man, treyni ak.
Kdp.

9.20 Chain Drill. Ask and answer expanded negative questions. Give either agreement or disagreement responses.

- S1 Saan a natakrot ti maestro ti TESL?
- S2 Saan, saan a natakrot ti maestro ti TESL.
Saan nga Amerikano ti treyni ti math?

LESSON NINE

S3 Saan man, Amerikano ti treyni ti math.

Saan a narugit ti kuarto ti lallaki?

S4 Wen, saan a narugit ti kuarto ti lallaki.

Kdp.

9.21 Cumulative Activity. Break up into smaller groups of twos or threes and prepare a dialogue using as many of the structures as you already know.

VOCABULARY

ari

naannad

nabannog

napangas

natakrot

natured

king

cautious, careful

tired

conceited, boastful

cowardly

brave, courageous

LESSON TEN

(Maikasangapulo a Leksion)

Short Responses to Sino Questions

Question Words: Taga-ano 'from where'
Sadino 'where'

Ko Pronouns¹

10.1 Question and Answer Drill. Using the cues written on the blackboard, give long and short responses to sino + deictic questions asked by the teacher. The short response is made by deleting the deictic.

Cue	Teacher	Student
Pedro	Sino daytoy?	Ni Ben dayta. Ni Ben.
Mr. Reyes	Sino dayta?	Ni Mr. Reyes daytoy. Ni Mr. Reyes.
Apo Prinsipal	Sino daydiay?	Ni Apo Prinsipal daydiay. Ni Apo Prinsipal.
Belen, Anita	Sino dagitoy?	Da Belen ken Anita dagita. Da Belen ken Anita.
Juan, Roberto	Sino dagita?	Da Juan ken Roberto dagitoy. Da Juan ken Roberto.
Elena, Juan, Roberto	Sino dagidiay?	Da Elena, Juan, ken Roberto dagidiay. Da Elena, Juan, ken Roberto.

10.2 Question and Answer Drill. Using the cues written on the blackboard, give long and short responses to sino + ti N questions asked by the teacher. The short response is made by deleting the ti N phrase.

Cue	Teacher	Student
Jerry Caton	Sino ti 'Site Director'?	Ni Jerry Caton ti 'Site Director'.

LESSON TEN

Cue	Teacher	Student
Al White	Sino ti 'Country Director'?	Ni Jerry Caton. Ni Al White ti 'Country Director'. Ni Al White.
Barbara, Isidro, Esteban	Sino dagiti 'Math trainees'?	Da Barbara, Isidro, ken Esteban ti 'Math trainees'. Da Barbara, Isidro, ken Esteban.
Belen, Geri, George	Sino dagiti 'TESL in structors'?	Da Belen, Geri, ken George ti 'TESL instructors'. Da Belen, Geri, ken George.

10.3 Chain Drill. Ask one another sino questions and answer with short responses.

- S₁ Sino daydiay?
 S₂ Ni Robert.
 Sino ti maestro ti 'math'?
 S₃ Ni Bob.
 Sino ti prinsipal?
 S₄ Ni Mr. Ramos.
 Kdp.

10.4 Transformation Drill. Restate the following sentences using the nominal marker da.

Teacher	Student
Ni Vicky ken ni Elsa dagitoy.	Da Vicky ken Elsa dagitoy.
Ni John ken ni Jane dagita.	Da John ken Jane dagita.
Ni Bert, ni Joe, ken ni Doug ti 'AAP instructors'.	Da Bert, Joe, ken Doug ti 'AAP instructors'.
Ni Rosa ken ni Cecile ti maestra.	_____
Ni Elisea ken ni Juan ti treyni ti TESL.	_____
Ni Evelyn, ni Fe, ken ni Precy ti maestra ti Tagalog.	_____

10.5 Repetition Drill, Repeat the following sentences after the teacher.

ILOKANO LESSONS

- | | |
|--|---|
| <p>(1) Da Elena ken Ben ti estudiante.
 Da Elena ti estudiante.²</p> <p style="padding-left: 40px;">Da Ben ti estudiante.</p> | <p>The students are
 Elena and company.</p> <p>The students are Bob
 and company.</p> |
| <p>(2) Da Miss Cruz, Miss Gomez, ken
 Mrs. Santos dagidiay.
 Da Miss Cruz dagidiay.</p> <p style="padding-left: 40px;">Da Miss Gomez dagidiay.</p> <p style="padding-left: 40px;">Da Mrs. Santos dagidiay.</p> | <p>Those are Miss Cruz
 and company.</p> <p>Those are Miss
 Gomez and company.</p> <p>Those are Mrs. Santos
 and company.</p> |

10.6 Question and Answer Drill. (Use Appendix E, Section H, Professions and Occupations, for vocabulary items.)

S₁ asks a sino + plural marker + noun question;

S₂ gives a short response with a ken construction;

S₃ converts the answer to a da construction.

S₁ Sino dagiti artista? Who are the actors?

S₂ Da Cary Grant ken Anthony Quinn.

S₃ Da Cary Grant./Da Anthony Quinn.

S₄ Sino dagiti karpintero?

S₅ Da Edy ken Efren.

S₆ Da Edy./Da Efren.

Kdp.

#1 M ₁ Taga-ano ka?	Where are you from?
--------------------------------	---------------------

Taga-ano ni Charlie?	Where's Charlie from?
Taga-ano da Nena ken Belen?	Where are Nena and Belen from?

M ₂ Taga Pilipinas ak.	I'm from the Philippines.
Taga Amerika ni Charlie.	Charlie is from the United States.
Taga Manila da Nena ken Belen.	Nena and Belen are from Manila.

LESSON TEN

- C₁ Taga-ano ka?
Taga Pilipinas ak.
- C₂ Taga-ano ni Charlie?
Taga Amerika ni Charlie.
- C₃ Taga-ano da Nena ken Belen?
Taga Manila da Nena ken Belen.

10.7 Substitution Drill. Repeat the model sentence twice. Then, substitute the given cues.

Cue		Response
	Model:	Taga Pilipinas ak.
ka		Taga Pilipinas ka.
ta		_____
tayo		_____
kami		_____
kayo		_____
da		_____
Rosie		_____
Fe ken Juan		_____
maestro		_____
lallaki		_____
	Model:	Taga-ano ka?
ak		_____
kami		_____
da		_____
Miss Lopez		_____
Mr. ken Mrs. Cruz		_____
prinsipal		_____
babbai		_____

10.8 Chain Drill. Ask and answer taga-ano questions,
(1) informal form

- S₁ Taga-ano ka?
- S₂ Taga California ak.
Taga-ano ka?

ILOKANO LESSONS

S3 Taga Texas ak.

Taga-ano ka?

S4 Taga Colorado ak.

Kdp.

(2) formal form

S1 Taga-ano kayo?

S2 Taga California ak.

Taga-ano kayo?

S3 Taga Connecticut ak.

Taga-ano kayo?

S4 Taga Baguio ak.

10.9 Chain Drill. Using the information gained from exercise 10.8, ask taga-ano questions with different pronouns and nouns.

T Taga-ano ni Maria?

S1 Taga California ni Maria.

Taga-ano da Bill ken Sharon?

S2 Taga New York da Bill ken Sharon.

Taga-ano tayo?

S3 Taga Michigan, N. Dakota, ken Connecticut tayo.

Kdp.

10.10 Question and Answer Drill. Teacher divides the class into two groups. According to a given cue, one group asks a question, the other group gives an answer using a pronoun subject.

<u>Cue</u>		<u>Question</u>		<u>Response</u>
de Gaulle	G1	Taga-ano ni de Gaulle?	G2	Taga France.
Marcos ken Osmeña	G2	Taga-ano da Marcos ken Osmeña?	G1	Taga Pilipinas da.
Mao Tse Tung	G1	Taga-ano ni Mao Tse Tung?	G2	Taga China.

LESSON TEN

Cue		Question		Response
Shakespeare ken Milton	G2	Taga-ano da Shakespeare ken Milton?	G1	Taga England da.

10.11 Conversation Exercise. Take up the model dialogue as a memory exercise. Then use it as a chain drill.

Model Dialogue:

John: Taga-ano ka?
 Edna: Taga California ak.
 John: Sadino idiaiy California?
 Edna: Idiaiy San Francisco.

Chain Drill:

S1 Taga-ano ka?
 S2 Taga Missouri ak.
 S1 Sadino idiaiy Missouri?
 S2 Idiaiy St. Louis.

Variation:

(1) S1 Taga-ano ni John?
 S2 Taga Colorado.
 S1 Sadino idiaiy Colorado?
 S2 Idiaiy Denver.

(2) S1 Taga-ano ti maestro ti 'science'?
 S2 Taga Washington.
 S1 Sadino idiaiy Washington?
 S2 Idiaiy Seattle.

#2	M1	Ania ti nagan mo? Ania ti nagan yo?	What's your (sg) name? What's your (pl) name?
	M2	John Brown ti nagan ko.	My name is John Brown.

ILOKANO LESSONS

John Brown ken Jane
Smith ti nagan mi.

Our names are John
Brown and Jane Smith.

C₁ Ania ti nagan mo?
John Brown ti nagan ko.

C₂ Ania ti nagan yo?
John Brown ken Jane Smith ti nagan mi.

10.12 Chain Drill. Ask your classmate his name.

S₁ Ania ti nagan mo?

S₂ Barbara Stone ti nagan ko. Ania ti nagan mo?

S₃ Ed White ti nagan ko. Ania ti nagan mo?

S₄ Sue Richards ti nagan ko.

Kdp.

10.13 Chain Drill. Ask two or three persons near you their names and require one of them to answer.

S₁ Ania ti nagan yo?

S₂ Barbara Stone, Ed White, ken Sue Richards ti nagan mi.

Ania ti nagan yo?

S₃ Tom Smith, Bob Johnson, ken John Brown ti nagan mi.

Kdp.

10.14 Substitution Drill. Repeat the model sentence twice. Then, substitute the given cues. (The cues are a new set of pronouns, the ko series.)

Cue

mo 'your (sg)'

na 'his/her'

ta 'our (dual)'

mi 'our (excl)'

tayo 'our (incl)' yo 'your (pl)'

da 'their'

Response

Model: Ania ti nagan ko?

Ania ti nagan mo?

10.15 Question and Answer Drill. Ask one another ania ti nagan questions. Use different pronouns.

LESSON TEN

- S₁ Ania ti nagan da?
S₂ Bob ken Jane ti nagan da.
Ania ti nagan mi?
S₃ Efren ken maria ti nagan yo.
Ania ti nagan ko?
S₄ Julian ti nagan mo.
Kdp.

10.16 Repetition Drill, Repeat the following sentences after the teacher.

Ania ti trabahom?	What do you do? (literally: What's your job?)
Ania ti trabahok?	What do I do? (literally: What's my job?)
Ania ti trabaho na?	What does he/she do?
Ania ti trabaho tayo?	What do we do?
Ania ti trabaho ni Pedro?	What does Pedro do?
Ania ti trabaho da Pedro ken Juan?	What do Pedro and Juan do?
Ania ti trabaho ti balasang?	What does the lady do?
Ania ti trabaho dagiti babbalasang?	What do the ladies do?

10.17 Pronunciation Drill. Repeat the following words after the teacher. (See Appendix E, Section H, Professions and Occupations, for more.)

nars	nurse
pyanísta	pianist
mannúrat	writer
barbéro	barber
negosyánte	businessman
karpintéro	carpenter
mannálon	farmer
agkalkálap	fisherman
agtagibaláy	housewife
pulís	policeman

ILOKANO LESSONS

10.18 Question and Answer Drill. The teacher distributes flash cards on which are written professions and occupations. With these as aids, ask one another ania ti trabaho questions. Imitate the models.

Models: Q Ania ti trabahom?

R Nars ak.

Q Ania ti trabaho da Ben ken Edy?

R Estudiante da.

S₁ Ania ti trabaho na? (asking S₂ and pointing to S₃)

S₂ Mannurat.

Ania ti trabahok?

S₃ Barbero ka.

Kdp.

10.19 Cumulative Activity. Pretend that you're an interviewer for a newspaper, the radio, a TV program, or some other similar establishment. Interview one of your classmates.

VOCABULARY

agkalkalap

agtagibalay

actor/actress

babbalasang

balasang

barber

karpintero

ko

their

farmer

writer

our (excl)

your

his, hers

nagan

businessman

pulis

policeman

sadino

fisherman

housewife

artista

ladies, unmarried women

lady, unmarried woman

barbero

carpenter

my

da

mannalon

mannurat

mi

mo

na

name

negosyante

pyanista

pianist⁸⁹

where

LESSON TEN

taga
taga-ano
tayo
trabaho
yo

from
from where
our
job, work
your

LESSON ELEVEN

(Maikasangapulo ket Maysa a Leksion)

Ag- verb (actor focus)

Structure: Ag + Vbase + ak pronoun / ni/ti ____

11.1 Dialogue.

Situation: A PCV is on his way to the library. He is stopped by an elderly neighbor and they talk for a short while.

N:	Sika ni John Brown?	Are you John Brown?
John:	Wen, apo.	Yes, sir.
N:	Agtugaw ka, John.	Sit down, John.
	Ne, agsigarilyo ka.	Here, have a cigarette. (literally: Here, smoke.)
John:	Dios ti agngina, apo.	Thank you, sir.
N:	Papanam, John?	Where are you going, John?
John:	Dita laybrari, apo.	(There) to the library, sir.
N:	Ania ti aramidem?	What will you do?
John:	Agbasa ak ti leksion ko, apo.	I will read my lesson, sir.

11.2 Action Drill. The teacher gives a command; everybody performs the action.

Command	Response
Agtakder tayo. 'Let's stand.'	Everybody stands.
Agtugaw tayo. 'Let's sit down.'	Everybody sits down.
Agsurat tayo. 'Let's write.'	Everybody writes.

LESSON ELEVEN

Command	Response
Agbasa tayo. 'Let's read.'	Everybody reads.
Agkanta tayo. 'Let's sing.'	Everybody sings.
Agsala tayo. 'Let's dance.'	Everybody dances.
Agtaray tayo. 'Let's run.'	Everybody runs.
Agbasketbol tayo. 'Let's play basketball.'	Everybody plays basketball.

11.3 Repeat exercise 11.2, this time using the pronoun kayo. Teacher gives a command; students perform the action.

Teacher	Students
Agtakder kayo. 'You (pl) stand.'	Everybody stands.
Agtugaw kayo. 'You (pl) sit down.'	Everybody sits down.
Kdp.	

11.4 Repetition Drill, Repeat the following sentences after the teacher.

Agtakder tayo.
 Agtugaw tayo.
 Agsurat kayo.
 Agbasa kayo.
 Agkanta ta.
 Agsala ta.
 Agtaray ka.
 Agbasketbol ka.

11.5 Sentence Formation Drill. Teacher cues a verb base; S₁ gives a command to S₂; S₂ executes the command; and so on around the class.

Cue	Command	Response
surat	S ₁ Agsurat ka.	S ₂ writes.
taray	S ₂ Agtaray ka.	S ₃ runs.
basa	S ₃ Agbasa ka.	S ₄ reads.
tugaw	_____	_____
takder	_____	_____

ILOKANO LESSONS

Cue	Command	Response
kanta	_____	_____
sala	_____	_____
basketbol	_____	_____

11.6 Repeat exercise 11.5 but this time use plural pronouns. Use gestures to indicate the people involved in the command.

	Command	Response
S ₁	Agsurat ta.	S ₁ and S ₂ write.
S ₂	Agtaray tayo.	Everybody runs.
S ₃	Agbasa kayo. Kdp.	S ₄ , S ₅ ... read.

#1	M ₁	Ania ti aramidem? Ania ti aramiden ni Juan? Ania ti aramiden dagiti ubbing?	What do you do? What does John do? What do the children do?
	M ₂	Agsurat ak. Agsala. Agtaray da.	I write. He dances. They run.
	C ₁	Ania ti aramidem? Agsurat ak.	
	C ₂	Ania ti aramiden ni Juan? Agsala.	
	C ₃	Ania ti aramiden dagiti ubbing? Agtaray da.	

11.7 Substitution Drill. Repeat the model sentence twice. Then, substitute the given cues. (the present form of the verb)

Cue	Response
	Model: Agtugaw ak. Agtugaw ka.
ka	_____
ta	_____
tayo	_____
kayo	_____
da	_____

LESSON ELEVEN

Cue	Response
Fina	_____
Fina ken Elsa	_____
ubing	_____
ubbing	_____

11.8 Substitution Drill. Repeat the model sentence twice. Then, substitute the given cues. This is a drill on the pattern ania + ti aramid + -en + ko pronoun / ni/ti ____ meaning 'what do/does ____ do?'.

Cue	Model:	Response
ko		Ania ti aramidem?
na		Ania ti aramidek?
ta		Ania ti aramiden na?
tayo		_____
mi		_____
yo		_____
da		_____
Edy		_____
Edy ken Ana		_____
ubing		_____
ubbing		_____

Repeat the exercise using kua instead of aramid. Kua and aramid are synonyms and are used interchangeably.

11.9 Chain Drill. Teacher cues a noun or a pronoun subject; S₁ asks a question introduced by ania ti aramid/kua + -en; S₂ answers; and so on around the class. A student may be assigned to give the cue.

Cue	Question	Response
tayo	S ₁ Ania ti aramiden tayo?	S ₂ Agbasa tayo.
mo	S ₂ Ania ti aramidem?	S ₃ Agsurat ak.
Pedro	S ₃ Ania ti kuaen ni Pedro?	S ₄ Agtaray.
ubing	_____	_____
mi	_____	_____
ko	_____	_____
da	_____	_____
yo	_____	_____

ILOKANO LESSONS

Cue	Question	Response
Juan ken	_____	_____
Pedro	_____	_____
Kdp.	_____	_____

11.10 Transformation Drill. Change the teacher's statements to intonation questions.

Statement	Question
Agsurat ni Ben.	Agsurat ni Ben?
Agtakder tayo.	_____
Agsala dagiti babbalasang.	_____
Agtaray da.	_____
Agkanta kayo.	_____

11.11 Conversation Exercise. Memorize the patterns. Afterwards, use them in conversation with your classmates. Substitute on the underlined words.

Pattern 1:

- | | |
|------------------------------|----------------------|
| S1 <u>Agsala</u> <u>ka</u> ? | |
| S2 Wen, agsala ak. | |
| S1 Ania pay ti aramidem? | What else do you do? |
| S2 <u>Agkanta</u> ak pay. | I sing, too. |

Pattern 2:

- S1 Agsurat ni Juan?
- S2 Saan.
- S1 Ania ti kuaen na?
- S2 Agbasa.

VOCABULARY

agbasa	to read
agbasketbol	to play basketball
agkanta	to sing
agsala	to dance
agsigarilyo	to smoke (cigarettes)
agsurat	to write

LESSON ELEVEN

agtakder
agtaray
agtugaw
aramiden
kuaen
ubing
ubbing

to stand
to run
to sit down
to do/make
to do/make
child
children

LESSON TWELVE

(maikasangapulo ket dua a Leksion)

The Progressive Form of the ag- verb¹

The Past Form of the ag- verb²

Question Word: kadi

12.1 Dialogue. (a telephone conversation)

Helen:	Hello?	Hello?
Elaine:	Helen, siak ni Elaine.	Helen, I'm Elaine.
	Ania ti ar-aramidem?	What are you doing?
Helen:	Agdadait ak.	I'm sewing.
Elaine:	Kayat mo ti agbuya iti 'Camelot'?	Do you want to see 'Camelot'?
Helen:	Saan ta nagbuya akon idi kalman.	No because I went to the movies yesterday.
Elaine:	Sayang. Ala ngarud, babay.	That's a pity. Well, then, good-bye.

12.2 Repetition Drill, Repeat the following sentences after the teacher.

Agbasbasa ak.	I'm reading.
Agtugtugaw ka.	You're sitting.
Agtaktakder.	He/She is standing.
Agsursurat ta.	We (dual) are writing.
Agkankanta tayo.	We (incl) are singing.
Agsalsala kami.	We (excl) are dancing.
Agtartaray kayo.	You're running.
Agbasbasketbol da.	They're playing basketball
Agsasao ni Juan?	Juan is talking/speaking.
Agsangangit ti ubing.	The child is crying.

12.3 Substitution Drill. Repeat the model sentence twice. Then, substitute the given cues.

LESSON TWELVE

Cue	Response
	Model: Ania ti ar-aramidek?
mo	Ania ti ar-aramidem?
na	Ania ti ar-aramiden na?
ta	_____
mi	_____
tayo	_____
yo	_____
da	_____
ubing	_____
babbai	_____
Pedro	_____
Pedro ken Juana	_____

12.4 Repeat exercise 12.3 using kua- instead of aramid-.

Cue	Response
	Model: Ania ti kukuaek?
mo	Ania ti kukuaem?
na	Ania ti kukuaen na?
kdp.	

12.5 Chain Drill. Ask one another what each is doing. Act out and respond according to the cue given by the teacher.

Cue	
	S ₁ Ania ti ar-aramidem?
basa	S ₂ reads and says: Agbasbasa ak. Ania ti ar-aramidem?
sala	S ₃ dances and says: Agsalsala ak. Ania ti ar-aramidem?
takder	S ₄ stands and says: Agtaktakder ak. kdp.
tugaw	
kanta	
surat	
taray	
basketbol	

12.6 Question and Answer Drill. Ask and answer ania ti ar-aramiden/kukuaen questions. Use different noun and pronoun subjects.

ILOKANO LESSONS

- S1 Ania ti ar-aramiden ti maestra?
S2 Agtaktakder.
Ania ti kukuaen tayo?
S3 Agtugtugaw tayo.
Ania ti ar-aramiden da Roberto?
S4 Agbasbasa da.
Kdp.

#1 M1 Ania ti inaramid mo? What did you do?
Ania ti inaramid ni Juan? What did John do?
Ania ti inaramid ti What did the boy/man
lalaki? do?

M2 Nagkanta ak. I sang.
Nagtakder. He stood.
Nagsala. He danced.

C1 Ania ti inaramid ni mo?
Nagkanta ak.

C2 Ania ti inaramid ni Juan?
Nagtakder.

C3 Ania ti inaramid ti lalaki?
Nagsala.

12.7 Repetition Drill, Repeat the following sentences after the teacher.

Nagkanta ak.	I sang.
Nagbasa ka.	You read.
Nagsala ta.	We danced.
Nagtakder tayo.	We stood.
Nagtugaw ni Nena.	Nena sat down.
Nagsurat da Nena ken Helen.	Nena and Helen wrote.
Nagtaray ti babai.	The girl/woman ran.
Nagsao dagiti babbai.	The girls/women spoke,

12.8 Substitution Drill. Repeat the model sentence twice. Then, substitute the given cues.

LESSON TWELVE

Cue	Model:	<u>Response</u>
		Ania ti inaramid ko?
		‘What did I do?’
mo		Ania ti inaramid mo?
na		_____
ta		_____
mi		_____
tayo		_____
yo		_____
da		_____
Ricardo		_____
lallaki		_____

12.9 Repetition Drill. Repeat the following sentences after the teacher.

Ania ti kinuak?	What did I do?
Ania ti kinuam?	What did you do?
Ania ti kinua na?	
Ania ti kinua ta?	
Ania ti kinua tayo?	
Ania ti kinua mi?	
Ania ti kinua yo?	
Ania ti kinua da?	
Ania ti kinua ni Ricardo?	
Ania ti kinua dagiti lallaki?	

12.10 Command-Question and Answer Drill. S_1 gives a command; S_2 asks a question in the past; S_3 answers.

Example:

- | | | | |
|-----|-----------|----------------------------------|---|
| (1) | Command: | S ₁ to S ₃ | Agtaray ka. |
| | Question: | S ₂ | Ania ti inaramid mo? or Ania ti kinuam? |
| | Response: | S ₃ | Nagtaray ak. |
| (2) | Command: | S ₄ | Agsala kayo. |
| | Question: | S ₅ | Ania ti inaramid tayo? or Ania ti kinua tayo? |
| | Response: | S ₆ | Nagsala tayo. |

ILOKANO LESSONS

12.11 Conversation Exercise. Have a short conversation with one of your classmates following this model.

S1 Nagbasa ka?

S2 Saan.

S1 Ania ti inaramid mo?

S2 Nagsurat ak.

Use other verb bases, nouns, and pronouns for the underlined elements.

M1 Nagsurat ka kadi? Did you write? (kadi, question word)

2 Nagsala kadi da Pedro? Did Peter (and others) dance?

M2 Wen, nagsurat ak.

Wen, nagsala da.

M3 Saan, saan ak a nagsurat.

Saan, saan da a nagsala.

C1 Nagsurat ka kadi?

Wen, nagsurat ak.

Saan, saan ak a nagsurat.

C2 Nagsala kadi da Pedro?

Wen, nagsala da.

Saan, saan da a nagsala.

12.12 Substitution Drill. Repeat the model sentence twice. Then, substitute the given cues.

Cue

basa
sangit

Model:

Response

Nagsurat ka kadi?
Nagbasa ka kadi?

LESSON TWELVE

Cue	Response
sala	_____
kanta	_____
surat	_____
	Model: Nagsurat kadi ni Bob?
tugaw	Nagtugaw kadi ni Bob?
takder	_____
taray	_____
basketbol	_____

12.13 Substitution Drill. Repeat the model sentence twice. Then, substitute the given cues.

Cue	Response
	Model: Nagsurat kadi ti ubing?
ka	Nagsurat ka kadi?
tayo	Nagsurat tayo kadi?
sala	Nagsala tayo kadi?
ubbing	Nagsala kadi dagiti ubbing?
babbalasang	Nagsala kadi dagiti babbalasang?
Norma	Nagsala kadi ni Norma?

12.14 Question and Answer Drill. Ask one another kadi questions with past tense verbs. Answer affirmatively or negatively.

- S₁ Nagtaray ka kadi?
 S₂ Wen, nagtaray ak.
 Nagsala kadi ti estudiante?
 S₃ Saan, saan a nagsala.
 Kdp.

12.15 Activity.

- (1) Tell the class five things that happened yesterday: what you did, what others did, etc. You may consult Appendix E, Section W for more ag- verbs.
- (2) Do a picture study. Get a picture with lots of activities going on. Relate to the class what's happening in the picture. Use the progressive form of the verb.

ILOKANO LESSONS

VOCABULARY

agbuya	to watch (a movie, a game, etc.)
agdait	to sew
agsangit	to cry
agsao	to speak/talk
kadi	a question word

LESSON THIRTEEN

(Maikasangapulo ket Tallo a Leksion)

Locatives: ditoy, dita, idiay

Question Word: ayan 'where'

13.1 Dialogue.

Situation:	Pacing asks information from a young boy.	
Pacing:	Ading, mabalin ti agsaludsod?	<u>Ading</u> , can I ask a question? (<u>Ading</u> meaning 'younger sibling' is a term of endearment used for younger people belonging to the same generation as the speaker.)
Boy:	Wen, manang.	Yes, <u>manang</u> . (<u>Manang</u> meaning 'older sister' is a term of respect used for older girls within the same generation as the speaker.)
Pacing:	Sino ti dentista ditoy eskuela?	Who's the dentist here in school?
Boy:	Ni Dr. Cuesta, manang.	Dr. Cuesta, <u>manang</u> .
Pacing:	Dios ti agngina.	Thank you.
Boy:	Awan ti aniaman na.	You're welcome.

13.2 Repetition Drill, Repeat the following sentences after the teacher.

Siak ti PCV ditoy ili.	I'm the PCV (here) in town.
Isu ti maestra dita baryo.	He/She is the teacher (there) in the barrio.

ILOKANO LESSONS

Ni Mr. Domingo ti prinsi pal idiay central school.	Mr. Domingo is the principal (there-yonder) at the central school.
---	--

13.3 Simple Substitution Drill. Repeat the model sentence twice. Then, substitute the given cues.

Cue	Response
	Model: Siak ti PCV <u>ditoy</u> baryo.
dita	_____
idiay	_____
	Model: <u>Sika</u> ti prinsipal ditoy eskuela.
siak	_____
isu	_____
Mr. Domingo	_____
	Model: <u>Data</u> ti estudiante ditoy baryo.
dakami	_____
datayo	_____
dakayo	_____
isuda	_____
da Juan	_____
	Model: Datayo ti PCV ditoy <u>baryo</u> .
Hilo	_____
San Jose	_____
Manila	_____
	Model: Maestra <u>ak</u> ditoy ili.
ka	_____
ta	_____
kami	_____
tayo	_____
kayo	_____
da	_____
Carlos	_____
Carlos ken Clara	_____

13.4 Question and Answer Drill. Teacher cues a locative phrase; S₁ asks a sino question; S₂ answers in a complete sentence.

Cue	Question		Response
ditoy ili	S ₁	Sino ti prinsipal ditoy ili?	S ₂ Ni Mr. Domingo ti prinsipal ditoy ili.

LESSON THIRTEEN

Cue	Question	Response
dita baryo idiay eskuela	S ₂ Sino ti nars dita baryo? S ₃ Sino ti doktor idiay eskuela?	S ₃ Ni Mrs. Peres ti nars dita baryo. S ₄ Ni Dr. Sison ti doktor idiay eskuela.

Continue with other cues.

ditoy Hilo	idiay eskuela
dita ospital	idiay baryo

- #1 M₁ Ayan ti pos opis? Where's the post office?
Ayan ni Maria? Where's Maria?
- M₂ Adda dita laud. It's (there) in the west.
Adda idiay eskuela. She's (there-yonder) in school.
- C₁ Ayan ti pos opis?
Adda dita laud.
- C₂ Ayan ni Maria?
Adda idiay eskuela.

13.5 Substitution Drill. Repeat the model sentence twice. Then, substitute the given cues.

Cue	Response
	Model: Ayan ti pos opis?
eskuela 'school'	Ayan ti eskuela?
ospital 'hospital'	_____
simbaan 'church'	_____
restauran 'restaurant'	_____
estasyon ti bus 'bus station'	_____
estasyon ti tren 'train station'	_____
Maria	_____
Maria ken Pedro	_____
ubing	_____
ubbing	_____

ILOKANO LESSONS

Repeat the exercise using ayan na / da in place of ayan.² Ayan na / da and ayan are used interchangeably before phrases. Ayan na is used before a ti/ni phrase; ayan da before a da/dagiti phrase.

Cue	Response
	Model: Adda dita balay. 'It's (there) in the house.'
laud 'west'	_____
daya 'east'	_____
amianan 'north'	_____
abagatan 'south'	_____
idiay	_____
ospital	_____
simbaan	_____
dormitoryo 'dormitory'	_____
ditoy	_____
kuarto	_____

13.6 Substitution Drill. Repeat the model sentence twice. Then, substitute the given cues.

Cue	Response
	Model: Ayan ko? Ayan mo?
mo	_____
na	_____
ta	_____
tayo	_____
mi	_____
yo	_____
da	_____

*Ayan na/da is not substitutable for ayan before pronouns.

	Model: Adda ak ditoy Pilipinas.
ka	_____
ta	_____
tayo	_____
kami	_____
kayo	_____
da	_____

LESSON THIRTEEN

13.7 Question and Answer Drill. Ask and answer ayan questions. Give answers that contain locative phrases.

- S₁ Ayan/Ayan na ti ospital?
S₂ Adda dita ili.
Ayan/Ayan na ni Mr. Santos?
S₃ Adda idiay eskuela.
Ayan/Ayan da dagiti lallaki?
S₄ Adda da ditoy kuarto.
Kdp.

13.8 Question and Answer Drill. Ask and answer ayan questions. Make use of locative words (not phrases) in your answers.

- S₁ Ayan/Ayan na ni Maria?
S₂ Adda dita.
Ayan ti eskuela?
S₃ Adda ditoy.
Kdp.

13.9 Substitution Drill. Repeat the model sentence twice. Then, substitute the given cues.

Cue	Model:	Response
		Nagsala ak ditoy kuarto.
dita		_____
idiay		_____
ka		_____
agsalsala		_____
eskuela		_____
dita		_____

13.10 Question and Answer Drill. Ask one another wen/saan questions with verbs and locative words/phrases. Answer in complete sentences.

- S₁ Nagtaray ka idiay eskuela?
S₂ Wen, nagtaray ak idiay eskuela.
Nagbasa da Maria idiay laybrari?
S₃ Saan, saan da a nagbasa idiay laybrari.
Agkankanta ni Pedro idiay kuarto?
S₄ Wen, agkankanta idiay kuarto.

ILOKANO LESSONS

Kdp.

13.11 Question and Answer Drill. Ask one another ania ti aramid/kua-en questions in the past or in the progressive. Use locative words or phrases.

S1 Ania ti inaramid mo idia y ili?

S2 Nagsala ak.

Ania ti ar-aramidem ditoy laybrari?

S3 Agbasbasa ak.

Kdp.

13.12 Cumulative Activity. Break up into smaller groups of twos or threes. Make a dialogue on one of these situations.

- (1) You're looking for somebody or for a group. You ask information from your friend.
- (2) You're looking for a place. You ask information from a stranger.

VOCABULARY

abagatan	south
agsaludsod	to ask/inquire
amianan	north
ayan	a question word, 'where'
baryo	barrio
daya	east
dita	there
ditoy	here
dormitoryo	dormitory
eskuela	school
estasyon ti bus	bus station
estasyon ti tren	train station
idia y	there (yonder)
ili	town
laud	west
mabalin	possible, can be

LESSON THIRTEEN

manang	term of respect for older girl/woman belonging to the same generation as the speaker
ospital	hospital
pos opis	post office
restauran	restaurant
simbaan	church

LESSON FOURTEEN

(Maikasangapulo ket Uppat a Leksion)

Um- verb (actor focus) - infinitive form Expansion of sentences with objects and locatives

14.1 Dialogue.

Situation: John Brown borrows an item from a neighbor.

John:	Apo, umay ak man.	May I come in?
Maria:	Ay, ni John gayam. Umuli ka. Apay kadi?	Oh, it's John. Come up. Is there anything I can do for you? (literally: Why?)
John:	Bumulod ak man kuma iti martilyo.	May I borrow a hammer?
Maria:	Aguray ka ta sapulek.	Wait and I'll look for it.

14.2 Action Drill. The teacher gives some commands. Everybody performs the actions.

Command	Response
Rumuar tayo.	Everybody goes out of the room.
Sumrek tayo.	Everybody enters the room.
Tumakder tayo.	Everybody stands.
Lumagto tayo.	Everybody jumps.
Uminom tayo iti serbesa.	Everybody drinks beer.
Gumatang tayo iti lapis.	Everybody buys a pencil.
Bumulod tayo iti libro.	Everybody borrows a book.
Dumawat tayo iti sabong.	Everybody asks for a flower.

14.3 Repetition Drill, Repeat the following commands after the teacher.

Umay ka.	Come.
----------	-------

LESSON FOURTEEN

Rumuar ka.

Sumrek ta.

Tumakder ta.

Lumagto tayo

Uminom tayo iti danum.

Let's drink water.

Gumatang kayo iti libro.

Dumawat kayo iti papel.

14.4 Sentence Formation Drill. The teacher cues a verb base; S₁ gives a command; the class performs the action collectively or individually as the command requires.

Cue

ruar S₁ Rumuar kayo.

S₂, S₃ ... leave the room.

gatang S₂ Gumatang ta iti sigarilyo.

S₂ and S₃ buy cigarettes.

takder

inom

lagto

bulod

dawat

14.5 Simple Substitution Drill. (the present form of the verb)
Repeat the model sentence twice. Then, substitute the given cues.

Cue

Response

Model:

Umay ak dita.

Sumrek ak dita.

serrek

takder

lagto

tulong 'help'

Model:

Uminom ak iti serbesa.

gatang

dawat

Model:

Bumulod ak iti libro.

papel

lapis

tugaw

lamisaan

ILOKANO LESSONS

Cue

Response

Model: Gumatang ak iti lapis.

ka

ta

kami

tayo

kayo

da

Robert

Robert ken Tom

ubing

lallaki

14.6 Question and Answer Drill. Ask and answer ania ti {a ramid/kua} -en questions.

Question

Response

S1 Ania ti aramidek?

S2 Lumagto ka.

S2 Ania ti kuaen na?

S3 Gumatang iti papel.

Kdp.

14.7 Transformation Drill. Change the following statements to kadi questions.

Statement

Question

Bumulod ka iti libro.

Bumulod ka kadi iti libro?

Gumatang ni Ben iti serbesa.

Gumatang kadi ni Ben iti serbesa?

Uminom tayo iti danum.

'We drink water.'

Dumawat ti balasang iti

sabong.

Tumakder ti ubing.

14.8 Conversation Drill. Have a short conversation with your classmate following the given pattern.

S1 Gumatang kadi da Juan iti lapis?

S2 Saan.

S1 Ania ti kuaen da?

S2 Bumulod da.

LESSON FOURTEEN

Use other verbs and nouns/pronouns for the underlined elements. The iti phrase is optional.

14.9 Expansion Drill. The teacher cues a verb base; S₁ gives a short statement; S₂ expands the statement with an iti phrase.

Cue		Response 1		Response 2
inom	S ₁	Uminom ka.	S ₂	Uminom ka iti danum.
gatang	S ₂	Gumatang tayo.	S ₃	Gumatang tayo iti libro.
bulod		_____		_____
dawat		_____		_____
Kdp.				

For more um- verbs, refer to Appendix E, Section W.

14.10 Expansion Drill. Follow the procedure for exercise 14.9. This time, however, expand the statements with locative words/phrases.

Cue		Response 1		Response 2
umay	S ₁	Umay kayo.	S ₂	Umay kayo dito.
takder	S ₂	Tumakder ni Jaime.	S ₃	Tumakder ni Jaime idiy kuarto.
lagto		_____		_____
inom		_____		_____
uli		_____		_____
Kdp.				

14.11 Sentence Formation and Transformation Drill. Teacher cues a verb base; S₁ forms an expanded affirmative Statement; S₂ converts the affirmative statement to the negative.

Czue		Response 1		Respoznsse 2
lagto	S ₁	Lumagto ti ubing idiy kuarto.	S ₂	Saan a lumagto ti ubing idiy kuarto.
inom	S ₂	Uminom dagiti lallaki iti serbesa.	S ₃	Saan nga uminom dagiti lallaki iti serbesa.
dawat		_____		_____
tulong		_____		_____
bulod		_____		_____
takder		_____		_____
gatang		_____		_____

ILOKANO LESSONS

Czue uli	Response 1 _____	Respoznsse 2 _____
-------------	---------------------	-----------------------

14.12 Expansion Drill. Repeat the teacher's statement. Afterwards, expand it with the given cues.

e.g.	Teacher	Student
(1)	(a) Gumatang ak.	Gumatang ak.
	(b) iti sabong	Gumatang ak <u>iti sabong</u> .
	(c) dita tiendaan	Gumatang ak iti sabong <u>dita tiendaan</u> .
(2)	(a) Bumulod ka.	_____
	(b) iti libro	_____
	(c) idiay laybrari	_____
(3)	(a) Dumawat ni Rosa,	_____
	(b) iti lapis	_____
	(c) dita opisina	_____
(4)	(a) Uminom ti ubing.	_____
	(b) iti gatas	_____
	(c) ditoy kuarto	_____

14.13 Integration Drill. Combine the teacher's statements into one long one following this pattern: action + actor + object + locative. This drill makes use of um- verbs and ag- verbs.

Example:

- (1) Teacher: (a) Agbasa ka iti libro.
(b) Agbasa ka idiay laybrari.
Students: (c) Agbasa ka iti libro idiay laybrari.
- (2) (a) Uminom ni Mr. Ramos ti kape.
(b) Uminom ni Mr. Ramos dita kapeterya.
(c) _____
- (3) (a) Agsala tayo iti Tinikling.
(b) Agsala tayo ditoy eskuela.
(c) _____

LESSON FOURTEEN

- (4) (a) Bumulod ti maestro iti ireyser.
(b) Bumulod ti maestro idiay opisina.
(c) _____
- (5) (a) Agsurat ak ditoy kuarto.
(b) Agsurat ak ti surat.
(c) _____
- (6) (a) Gumatang kayo dita tiendaan.
(b) Gumatang kayo iti papel.
(c) _____

14.14 Cumulative Activity. Write one command for each member of the class. Use expanded sentences using either an iti phrase or a locative; or both. You may ask the teacher the Ilokano of some words you may want to use.

VOCABULARY

aguray	to wait
to borrow	bumulod
coffee	kape
kapeterya	cafeteria
kuma	subjunctive expression meaning 'wish' or 'hope'
water	danum
to ask for	dumawat
gatas	milk
gayam	a particle meaning 'so' as in <u>Ay, ni Juan gayam</u> . 'Oh, so it's John!'
gumatang	to buy
to jump	lumagto
umay	to come
uminom	to drink
umuli	to ascend
sapulen	to look for, to seek 116
serbesa	beer
surat	letter
tiendaan	market, store
Tinikling	the Philippine folk dance popularly known as the bamboo dance
tumakder	to stand

ILOKANO LESSONS

tumulong to help

LESSON FIFTEEN

(Maikasangapulo ket Lima a Leksion)

Um-verb -progressive and past forms

Review of Ag-verbs

Oblique personal pronouns

Oblique marker: iti

Nominalized verb

15.1 Dialogue.

Situation:	Mother comes home from the market. She checks on the children.	
Mother:	Norma, ayan dagiti ubbing?	Norma, where are the children?
Norma:	Adda da dita komedor, Nanang.	They're in the dining room, Mother.
Mother:	Ania ti kukuaen da?	What are they doing?
Norma:	Umin-inom da iti gatas.	They're drinking milk.
Mother:	Ket ayan na met ni Manong mo?	And where's your older brother?
Norma:	Tumultulong iti karruba, Nanang. Agar-aramid da iti balay ti baboy.	He's helping the neighbors, Mother. They're building a pigsty.

15.2 Repetition Drill. Repeat the following verbs after the teacher. This is a drill on the formation of the progressive form of the verb.

uminom	-	umin-inom
gumatang	-	gumatatang
bumulod	-	bumulbulod
dumawat	-	dumawdawat
lumagto	-	lumaglagto
tumakder	-	tumaktakder
umay	-	um-umay
tumulong	-	tumultulong

ILOKANO LESSONS

umuli - umul-uli

15.3 Substitution Drill. Repeat the model sentence twice. Then, substitute the given cues.

Cue	Response
	Model: Lumaglagto ak ditoy.
takder	_____
umay	_____
tulong	_____
uli	_____
	Model: Umin-inom ak iti 'coke'.
gatang	_____
dawat	_____
	Model: Bumulbulod ak iti libro idia laybrari.
ka	_____
ta	_____
tayo	_____
kami	_____
kayo	_____
da	_____
Rosa	_____
Rosa ken	_____
Ben	_____
estudiante	_____

15.4 Question and Answer Drill. Using the cues provided by the teacher, ask and answer ania ti kukua / ar-aramid / en questions. You may expand your sentences.

Teacher	Students
Mr. Castro	S1 Ania ti ar-aramiden ni Mr. Castro dita?
takder	S2 Tumaktakder
yo	Ania ti kukuaen yo?
gatang	S3 Gumatgatang kami iti sapatos.
balasang	Ania ti ar-aramiden ti balasang?
tulong	S4 Tumultulong idia eskuela.
tayo	_____
inom	_____
da	_____

LESSON FIFTEEN

Teacher
bulod
ubbing
lagto
Kdp.

Students

- | | | | |
|----|----------------|--|--------------------------------------|
| #1 | M ₁ | Ania ti inaramid mo?
Ania ti kinua ni Ana? | What did you do?
What did Ann do? |
| | M ₂ | Timmakder ak.
Gimmatang iti prutas. | I stood.
She bought some fruits. |
| | C ₁ | Ania ti inaramid mo?
Timmakder ak. | |
| | C ₂ | Ania ti kinua ni Ana?
Gimmatang iti prutas. | |

15.5 Repetition Drill. Repeat the following sentences after the teacher.

Limmagto ti ubing. Timmakder dagiti babbalasang, Immay ni Pedro. Timmulong da Ben ken Juan. Immuli ak dita balay. Imminom ka iti danum. Gimmatang ta iti kotse. Bimmulod tayo iti libro. Dimmawat da iti kape.	The child jumped. The ladies stood. Peter came. Ben and John helped. I went up to the house. You drank water. We bought a car. We borrowed (a) book(s) They asked for coffee.
--	---

15.6 Command-Question and Answer Drill. S₁ gives a command; S₂ asks a question in the past; S₃ answers.

	<u>Command</u>		<u>Question</u>		<u>Response</u>
S ₁	(to S ₃) Lumagto ka.	S ₂	Ania ti inaramid mo?	S ₃	Limmagto ak.
S ₂	Tumakder tayo.	S ₃	Ania ti inaramid tayo?	S ₄	Timmakder tayo.

ILOKANO LESSONS

	Command		Question		Response
S ₃	(to S ₄) Uminom ta iti 'coke'.	S ₄	Ania ti inaramid da?	S ₅	Imminom da iti 'coke'.
S ₄	Rumuar kayo.	S ₅	Ania ti inaramid tayo?	S ₆	Rimmuar tayo.

#2 M₁ Sino ti timmakder? Who stood?

M₂ Ni Juan ti timmakder. John was the one who stood.
Isu ti timmakder. He was the one who stood.

C₁ Sino ti timmakder?
Ni Juan ti timmakder.

C₂ Sino ti timmakder?
Isu ti timmakder.

15.7 Substitution Drill. Repeat the model sentence twice. Then, maintaining the past form, substitute according to the given cues.

Cue	Response
	Model: Sino ti timmakder?
lumagto	Sino ti limmagto?
agtugaw	Sino ti nagtugaw?
dumawat	_____
agbasa	_____
agkanta	_____
umay	_____

15.8 Substitution Drill. Practice giving answers to sino + ti verb questions. Repeat the model twice. Then, substitute the given cues.¹

Cue	Response
	Model: Ni Juan ti limmagto.
Juan ken Tom	Da Juan ken Tom ti limmagto.
ubing	Ti ubing ti limmagto.
ubbing	Dagiti ubbing ti limmagto.
siak	Siak ti limmagto.
sika	_____

LESSON FIFTEEN

Cue	Response
isu	_____
data	_____
dakami	_____
datayo	_____
dakayo	_____
isuda	_____

15.9 Question and Answer Drill. Using the cues given by the teacher, ask and answer sino + ti verb questions. Use the past form of the verb, and give complete answers.

Cue		Question	Cue		Answer
dumawat	S ₁	Sino ti dimmawat iti prutas?	sika	S ₂	Sika ti dimmawat iti prutas.
agbasa	S ₂	Sino ti nagbasa iti libro?	Fe	S ₃	Ni Fe ti nagbasa iti libro.
umuli		_____	da		_____
agbasketbol		_____	Lito		_____
uminom		_____	datayo		_____
agtaray		_____	isuda		_____
Kdp.			lallaki		_____

15.10 Command-Question and Answer Drill. S₁ gives a command; S₂ asks a sino + ti verb (progressive) question; S₃ gives a short response. Use either ag-or um- verbs.

	Command		Question		Response
S ₁	(to S ₃) Agsala ka.	S ₂	(to S ₄) Sino ti agsalsala?	S ₄	Ni Maria, or Isu.
S ₂	Tumulong tayo.	S ₃	Sino ti tumultulong?	S ₄	Datayo
S ₃	(to S ₄) Tumakder ta.	S ₅	Sino ti tumak-takder?	S ₆	Da Ben ken Bob. or, Isuda.

ILOKANO LESSONS

15.11 Repetition Drill. (This is an exercise on the oblique personal pronouns.² Teacher must use gestures to convey the meaning of the new set of pronouns.) Observe the teacher's gestures and repeat the following sentences after her.

Bumulod ni Maria iti bolpen <u>kaniak</u> .	Maria borrows a ball point pen from me.
Gumatang ni Maria iti bolpen <u>kenka</u> .	Maria buys a ball point pen from you.
Dumawat ni Maria iti bolpen <u>kenkuana</u> .	Maria asks for a ball point pen from him/her.
Bumulod ni Maria iti bolpen <u>kadata</u> .	Maria borrows a ball point pen from us (dual).
Agsurat ni Ben <u>kadakami</u> .	Ben writes to us (excl).
Agtaray ti ubing <u>kadatayo</u> .	The child runs to us (incl).
Umay dagiti ubbing <u>kadakayo</u> .	The children come to you (pl).
Agsurat ni Ben <u>kadakuada</u> .	Ben writes to them.

15.12 Repetition Drill. Repeat the following sentences after the teacher. Notice the oblique phrases.

Bumulod ka iti libro <u>kenni</u> <u>Miss Reyes</u> .	You borrow a book from Miss Reyes.
Agsurat tayo <u>kada Elaine</u> <u>ken Tom</u> .	We write to Elaine and Tom.
Dumawat ka iti papel iti maestra.	You ask for paper from the teacher.
Agtaray ni Bob <u>kadagiti estudiante</u> .	Bob runs to the students.

15.13 Substitution Drill. Repeat the model sentence twice. Then, substitute the given cues.

Cue	Response
	Model: Gumatang ni Rosa iti lapis kaniak.
kenka	_____
kenkuana	_____
kadata	_____
kadakami	_____
kadatayo	_____
kadakayo	_____
kadakuada	_____

LESSON FIFTEEN

Cue	Response
kenni Ben	_____
kada Juan	_____
iti babai	_____
kadagiti babbai	_____

15.14 Chain Drill. Give a command to your classmate and use either an oblique pronoun or an oblique phrase.

S1 Dumawat ka iti papel kenni Bob.

S2 asks for a piece of paper from Bob.

Bumulod ka iti ireyser kenkuana.

S3 borrows an eraser from a third person.

Kdp.

VOCABULARY

baboy	Pig
kadakami	to/for us (excl)
kadakayo	to/for you (pl)
kadakuada	to/for them
kadata	to/for us (dual)
kadatayo	to/for us (incl)
kenka	to/for you (sg)
kenkuana	to/for him/her
manong	term of respect for older male belonging to the same generation as the speaker
prutas	fruits

LESSON SIXTEEN

(Maikasangapulo ket Innem a Leksion)

Numerals (Ilokano numbers)¹

Question Mano 'how many'

Words:

Kapin-ano 'how ...
related'

Review of ko pronouns

#1 M₁ Mano ti tugaw How many chairs are there
 dito?

M₂ Walo ti tugaw dito. There are eight chairs here.

C₁ Mano ti tugaw
 dito?
 Walo ti tugaw dito.

16.1 Repetition Drill. Repeat the following words after the teacher. (Ilokano numbers, zero to twenty, written on the board)

0	awan		
1	maysa	11	sangapulo ket maysa
2	dua	12	sangapulo ket dua
3	tallo	13	sangapulo ket tallo
4	uppat	14	sangapulo ket uppat
5	lima	15	sangapulo ket lima
6	innem	16	sangapulo ket innem
7	pito	17	sangapulo ket pito
8	walo	18	sangapulo ket walo
9	siam	19	sangapulo ket siyam
10	sangapulo	20	duapulo

The rest of the numbers are in Appendix D.

16.2 Substitution Drill. Repeat the model sentence twice. Then, substitute the given cues.

LESSON SIXTEEN

Cue

Response

Model: Mano ti tugaw ditoy?

lamisaan
pisarra
silaw
treyni
maestra
lallaki
babbai
nars
doktor

Model: Maysa ti tugaw ditoy.

dua
tallo
uppat
lima
innem
treyni
pito
walo
siam
sangapulo
awan

16.3 Chain Drill. Ask and answer mano questions about the people and the objects in different places within the immediate vicinity.

- S1 Mano ti nars ditoy eskuela?
S2 Maysa ti nars ditoy eskuela.
Mano ti kotse dita ruar?
S3 Tallo ti kotse dita ruar.
Mano ti ubbing idiay pagay-ayaman?
S4 Sangapulo ti ubbing idiay pagay-ayaman.
Kdp.

#2 M1 Mano ti ulom? How many heads do you have?

M2 Maysa ti ulok. I have one head.

ILOKANO LESSONS

C₁ Mano ti ulom?
 Maysa ti ulok.

16.4 Repetition Drill. Repeat the following words after the teacher. (Parts of the Body. For more items refer to Appendix E, Section K.)

ulo	-	head	ima	-	hand
mata	-	eye	ramay	-	finger
agong	-	nose	tumeng	-	knees
ngiwat	-	mouth	gurong	-	legs
lapayag	-	ear	saka	-	feet
takyat	-	arm	ramay ti saka	-	toes
siko	-	elbow			

16.5 Substitution Drill. Repeat the model sentence twice. Then, substitute the given cues.

Cue		Response
ko	Model:	Mano ti ulom?
na		Mano ti ulok?
ta		Mano ti ulo na?
tayo		_____
mi		_____
yo		_____
da		_____
Juan		_____
lalaki		_____

16.6 Chain Drill. Ask and answer mano questions regarding the parts of the body.

S₁ Mano ti saka ni Juan?
 S₂ Dua ti saka ni Juan.
 Mano ti ramay ko?
 S₃ Sangapulo ti ramay mo.
 Kdp.

16.7 Command-Question and Answer Drill. S₁ gives a command; S₂ asks a mano + nominalized verb question; S₃ answers. Study the examples.

LESSON SIXTEEN

- (1) Command: S₁ Agtugaw ka.
 Question: S₂ Mano ti
 agtugtugaw?
 Answer: S₃ Maysa ti
 agtugtugaw.
- (2) Command: S₄ Agsurat kayo.
 Question: S₅ Mano ti
 agsursurat?
 Answer: S₆ Tallo ti agsursurat.
 Kdp.

#3 M₁ Kapin-anom ni Mr. Cruz? How are you related to Mr. Cruz?

M₂ Uliteg ko ni Mr. Cruz. Mr. Cruz is my uncle.

C₁ Kapin-anom ni Mr. Cruz?
 Uliteg ko ni Mr. Cruz.

16.8 Repetition Drill. Repeat the following words after the teacher. (The words are written on the board.)

Kinship Terms

tatang	-	father	lolo	-	grandfather
nanang	-	mother	lola	-	grandmother
kabsat	-	sibling	uliteg	-	uncle
manong	-	older brother	ikit	-	aunt
manang	-	older sister	kasinsin	-	cousin
ading	-	younger sibling	kaanakan	-	nephew/niece

(For more kinship terms, refer to Appendix E, Section G.)

16.9 Substitution Drill. Repeat the model sentence twice. Then, substitute the given cues.²

<u>Cue</u>	<u>Response</u>
	Model: Kapin-anom ni Mary?
ko	Kapin-anok ni Mary?
na	_____
ta	_____
tayo	_____

ILOKANO LESSONS

Cue	Response
mi	_____
yo	_____
da	_____
Model: Manang ko ni Mary.	
kabsat	_____
kasinsin	_____
ading	_____
ikit	_____
kaanakan	_____

16.10 Chain Drill. Give the person sitting next to you a piece of paper on which are written the names of at least three of your relatives. With these as cues, ask one another kapin-ano questions.

- S₁ Kapin-anom ni Mabel Smith?
S₂ Kasinsin ko ni Mabel Smith.
Kapin-anom ni Robert Brown?
S₃ Tatang ko ni Robert Brown.
Kdp.

16.11 Question and Answer Drill. Ask and answer mano questions using the kinship terms you have just learned.

- S₁ Mano ti uliteg mo?
S₂ Uppat ti uliteg ko.
Mano ti ikit mo?
S₃ Awan ti ikit ko.
Kdp.

16.12 Supplemental Dialogue.

Situation: John meets the mother of Pedro.

- Pedro: Nanang, ni John Thompson daytoy.
Mother: Kumusta ka, John?
John: Nasayaat met, Nana.
Mother: Taga-ano ka, John?
John: Taga New York ak, Nana.
Mother: Mano ti kakabsat mo?

LESSON SIXTEEN

John: Tallo da, Nana.
Mother: Ayan da?
John: Adda da idiay New York, Nana.
Mother: Mano ti tawen mon? How old are you?
John: Duapulo ket maysa, Nana.

VOCABULARY

ading	younger sibling
agong	nose
kaanakan	nephew/niece
kabsat	sibling
kapin-ano	how ... related
kasinsin	cousin
gurong	leg
ikit	aunt
ima	hand
lapayag	ear
lola	grandmother
lolo	grandfather
manang	older sister
manong	older brother
mano	how many
mata	eye
nanang	mother
ngiwat	mouth
ulo	head
uliteg	uncle
ramay	finger
ramay ti saka	toe
saka	foot
siko	elbow
takyag	arm
tatang	father
tumeng	knee

LESSON SEVENTEEN

(Maikasangapulo ket Pito a Leksion)

Review of Equational Sentences

Plural of Adjectives¹

Noun Phrase: adj. + nga + noun

Conjunction: ngem 'but'

Tag question: saan kadi? 'isn't it?'

17.1 Dialogue.

Belen:	Napintas ti Detroit?	Is Detroit beautiful?
John:	Wen, dakkel pay a lugar.	Yes, its also a big place.
Belen:	Ado ti tattao idia?	Are there many people there?
John:	Ado. Dadakkel pay dagiti balbalay.	There are many. The houses are also big.

17.2 Simple Substitution Drill. Repeat the model twice. Then, substitute the given cues.

Cue		Model:	Response
			Dakkel ti lamisaan. 'The table is big.'
atiddog	'long'		_____
napintas	'nice'		_____
nadalos	'clean'		_____
puraw	'white'		_____
		Model:	Napintas ni Dina.
bassit	'small'		_____
dakkel	'big'		_____
nalaing	'smart'		_____

17.3 Sentence Formation Drill. Teacher cues adjectives; students form sentences.

Cue	Response
atiddog	Atiddog ti lapis.

LESSON SEVENTEEN

Cue	Response
napintas	Napintas ti Honolulu.
puraw	_____
nadalos	_____
bassit (person)	_____
dakkel	_____
napigsa (person)	_____
nalaing (person)	_____

17.4 Transformation Drill. S₁ forms a statement with a ti phrase. S₂ changes the ti phrase to the plural.

Singular	Plural
Napintas ti maestra.	Napintas dagiti mamaestra.
Dakkel ti lamisaan.	Dakkel dagiti lamlamisaan.
Napigsa ni David.	Napigsa da David.
Naanos ni Ben.	Naanos da Ben.
Kdp.	

17.5 Repetition Drill. Repeat the following sentences after the teacher.

Napipintas dagiti mamaestra.	The teachers are beautiful.
Dadakkel dagiti estudiante.	The students are big.
Napipigsa dagiti Amerikano.	The Americans are strong.
Babassit dagiti lamlamisaan.	The tables are small.
Atitiddog dagiti laplapis.	The pencils are long.

17.6 Simple Substitution Drill. Repeat the model sentence twice. Then, substitute the given cues.

Cue	Response
	Model: Nalalaing dagiti mamaestra.
napintas	_____
bassit	_____
dakkel	_____
	Model: Napigsa da Juan.
natayag	_____
nasingpet	_____

17.7 Sentence Formation Drill. Teacher cues adjectives; students form sentences with plural adjectives and ti phrases.

ILOKANO LESSONS

Cue	Response
dakkel	Dadakkel dagiti lamlamisaan.
bassit	_____
napintas	_____
nalaing	_____
atiddog	_____
napigsa	_____
puraw	_____

17.8 Transformation Drill. Replace ti with either daytoy, dayta, or daydiay. S₁ gives a statement ti with any of the with a ti phrase; S₂ replaces the deictics in the singular form.

Bassit ti lamisaan.	Bassit daytoy.
Nalaing ti estudiante.	Nalaing daydiay.
Dakkel ti tawa.	Dakkel dayta.
Kdp.	

17.9 Transformation Drill. Convert the singular forms to the plural.

Bassit daytoy lamisaan.	Babassit dagitoy lamlamisaan.
Nalaing dayta estudiante.	Nalalaing dagita estudiante.
Dakkel daydiay tawa.	Dadakkel dagidiay tawtawa.
Atiddog dayta lapis.	_____
Napintas daytoy sabong.	_____
Napigsa dayta ubing.	_____

17.10 Transformation Drill. Change the singular form to various forms of the plural. Study the example.

Cue	Response
Example: Bassit daytoy la lamisaan.	S ₁ Babassit dagitoy lamlamisaan.
	S ₂ Babassit dagitoy lamisaan.
	S ₃ Babassit dagitoy.
	S ₄ Bassit dagitoy.

(1) Napintas dayta kayo.

(2) Attidog daydiay lapis.

(3) Napigsa daytoy lalaki.

LESSON SEVENTEEN

17.11 Repetition Drill. Contrast the use of the ti phrase in an equation sentence and the noun phrase using nga.

Sentence	Phrase ²	
Atiddog ti lapis. 'The pencil is long.'	atiddog a lapis lapis nga atiddog	} 'long pencil'
Napintas ti maestra. 'The teacher is beautiful.'	napintas a maestra maestra a napintas	} 'beautiful teacher'
Puraw ti papel. 'The paper is white.'	papel a puraw puraw a papel	} 'white paper'
Nadalos ti kuartero. 'The room is clean.'	nadalos a kuartero kuartero a nadalos	} 'clean room'
Dakkel ti estudyante. 'The student is big.'	dakkel nga estudyante estudyante a dakkel	} 'big student'

17.12 Simple Substitution Drill. Repeat the model phrase twice. Then, substitute the given cues.

Cue	Response
	Model: nadalos a lamisaan
atiddog	_____
puraw	_____
napintas	_____
bassit	_____
dakkel	_____
	Model: dakkel nga estudyante
libro	_____
lapis	_____
PCV	_____
maestro	_____

17.13 Transformation Drill. Change the following sentences to phrases.

ILOKANO LESSONS

Sentence

Puraw ti papel.

Napintas ti
maestra.

Nadalos ti
lamisaan.

Atiddog ti lapis.

Dakkel ti libro.

Nalaing ti
estudiante.

Phrase

puraw a papel/papel a puraw

napintas a maestra/maestra a napintas

nadalos a lamisaan/lamisaan a natalos

atiddog a lapis/lapis nga atiddog

dakkel a libro/libro a dakkel

nalaing nga estudiante/estudiante a
nalaing

17.14 Expansion Drill. S₁ gives a noun phrase; S₂ adds a de-ictic or ti/ni phrase to the noun phrase to form a sentence.

Phrase

nadalos a lamisaan

napintas a maestra

nalaing nga estudiante

bassit a libro

dakkel a tugaw

atiddog a lapis

puraw a papel

Sentence

Nadalos a lamisaan daytoy.

Napintas a maestra ni Miss Santos.

17.15 Expansion Drill. Use of ado 'many' plus a noun phrase and a locative in a sentence. Teacher gives a sentence with ado; students expand the sentence.

Cue

Ado ti lamisaan. 'There are many
tables.'

Ado ti tugaw.

_____ lapis

_____ libro

_____ papel

_____ maestra

_____ estudiante

Response

Ado ti babassit a lamisaan
ditoy.

Ado ti dadakkel a tugaw
idiay.

#1 M₁ Napintas a babai ni Rosa? Is Rosa a pretty girl?

M₂ Wen ngem nasadot. Yes, but she's lazy.

C₁ Napintas a babai ni Rosa?

LESSON SEVENTEEN

Wen ngem nasadot.

17.16 Chain Drill. Ask one another wen/saan (intonation) questions. Answer with wen, ngem.... Refer to Appendix E, Section V for more adjectives.

- | | | |
|----|---|----------------------|
| S1 | Nalukmeg nga ubing dayta? | Is that child stout? |
| S2 | Wen ngem nakapsot.
Dakkel a lamisaan daytoy? | Yes, but he's weak. |
| S3 | Wen, ngem ababa.
Napintas a kuarto dayta? | Yes, but it's short. |
| S4 | Wen ngem narugit.
Kdp. | Yes, but it's dirty. |

17.17 Sentence Formation Drill, Give an expanded sentence using ngem.

Napintas ni Rosa ngem nasadot.
Nalukmeg ta ubing ngem nakapsot.
Dakkel a lamisaan dayta ngem ababa.
Kdp.

- | | | | |
|----|----|---|---|
| #2 | M1 | Nalukmeg ti ubing, saan kadi? | The child is stout, isn't he? |
| | M2 | Wen, nalukmeg.
Saan, saan a nalukmeg.
Saan, nakuttong | Yes, he's stout.
No, he isn't.
No, he's thin. |
| | C1 | Nalukmeg ti ubing, saan kadi?
Wen, nalukmeg. | |
| | C2 | Nalukmeg ti ubing, saan kadi?
Saan, saan a nalukmeg. or,
Saan, nakuttong. | |

17.18 Substitution Drill. Repeat the model sentence twice. Then, substitute the given cues.

Cue

Response

Model: Nalukmeg ti ubing, saan kadi?

ILOKANO LESSONS

Cue	Response
napintas	_____
bassit	_____
nakapsot	_____
dakkel	_____
napigsa	_____

17.19 Chain Drill. Ask one another saan kadi questions. Answer affirmatively or negatively.

- S1 Nalinis ti kuarto, saan kadi?
S2 Saan, narugit.
Nalaing a maestro ni Ben, saan kadi?
S3 Wen, nalaing.
Atiddog ti lamisaan, saan kadi?
S4 Saan, saan nga atiddog.
Kdp.

17.20 Cumulative Activity. Do one of the following activities.

- (1) Talk about your home. Describe your family, your home town, etc.
- (2) Describe your dream girl or dream house.
- (3) Describe a picture.

In doing the above you may get your classmates involved by asking them questions.

17.21 Supplemental Dialogue.

Situation: Two students (A and B) talk about teachers.

- | | | |
|----|---|--|
| A: | Nagasat ni Juan. | John's lucky. |
| B: | Apay? | Why? |
| A: | Nalaing ken nagaget ti maestra na iti math. | His math teacher is smart and industrious. |
| B: | Naanus ngata a mangisuro? | Does she teach patiently? |
| A: | Wen, napintas pay a balasang. | Yes. She's a pretty lady, too. |

LESSON SEVENTEEN

- B: Nalaing kadi amin dagiti mamaestra idia y unibersidad? Are all the teachers in the university smart?
- A: Saan, ngem ado ti nalalaing. No, but many are smart.

VOCABULARY

ado	plenty
atiddog	long (singular)
atitiddog	long (plural)
balay	house
balbalay	houses
bassit	small, tiny (singular)
babassit	small, tiny (plural)
kuarto	room
dakkel	large (singular)
dadakkel	large (plural)
1amisaan	table
1amlamisaan	tables
lapis	pencil
laplapis	pencils
lugar	place
nakapsot	weak
nadalos	clean
nailet	tight
nalukmeg	stout
napigsa	strong
nasadot	lazy
ngem	but
puraw	white
tao	person
tattao	persons

LESSON EIGHTEEN

(Maikasangapulo ket Walo a Leksion)

Numerals (Spanish numbers)

Telling time, day, month

Clitic: -en 'already'

18.1 Dialogue. (This is a portion of a conversation between a PCV and his landlady, Nana Berta.)

Nana B:	Ania ti trabahom, barok?	What do you do, my son? ('Son' here is a term of affection for a non-relative.)
PCV:	PCV ak ditoy, Nana.	I'm a PCV here, Aunt. ('Aunt' here is a term of affection for a non-relative.)
Nana B:	Nabayag ka di-toyen?	Have you been here long?
PCV:	Saan Nana, idi la Martes; idi dos ti Hulyo.	No, Aunt, only since Tuesday, the second of July.
Nana B:	(after a pause) Ania ti orasen?	(after a pause) What time is it now?
PCV:	Alas tresen.	It's three o'clock already.

18.2 Repetition Drill. Repeat the following words after the teacher. (Items are written on the board.)

LESSON EIGHTEEN

Spanish Loan Numbers (1-31)

1	uno (primero)	17	disisiete
2	dos	18	disiotso
3	tres	19	disinuebe
4	kuatro	20	beinte
5	singko	21	beinte uno
6	sais	22	beinte dos
7	siete	23	beinte tres
8	otso	24	beinte kuatro
9	nuebe	25	beinte singko
10	dies	26	beinte sais
11	onse	27	beinte siete
12	dose	28	beinte otso
13	trese	29	beinte nuebe
14	katorse	30	treinta
15	kinse	31	treinta y uno
16	disisais		

See Appendix D for more Spanish numbers.

18.3 Repetition Drill. Repeat the following items after the teacher. (Teacher may use a cardboard clock as visual aid.)

Ala una	1:00
Alas dos	2:00
___ tres	3:00
___ kuatro	4:00
___ singko	5:00
___ sais	6:00
___ siete	7:00
___ otso	8:00
___ nuebe	9:00
___ otso y media	8:30
___ nuebe y cuarto	9:15
___ dies y singko	10:05
menos cuarto para alas nuebe	8:45
___ singko para alas dies	9:55
___ beinte para alas dose	11:40
___ dies para alas onse	10:50

ILOKANO LESSONS

18.4 Question and Answer Drill. Students take turns asking Ania ti orasen?. The whole class answers according to the cue shown on the cardboard clock.

Question	Cue	Response
Ania ti orasen?	7:00	Alas siete.
_____	10:00	_____
_____	2:15	_____
_____	12:30	_____
_____	1:00	_____
_____	11:05	_____
_____	8:40	_____
_____	5:55	_____

Repeat the above exercise as a chain drill.

18.5 Question and Answer Drill. Ask and answer questions regarding the daily schedule. Follow the given pattern.

S1 Ania nga oras ti 'language'?

S2 Alas siete ti agsapa. 7:00 a.m.

Additional Vocabulary

almosar	-	breakfast	ti	-	a.m.
			agsapa		
pangngaldaw	-	lunch	ti	-	p.m.
			malem		
pangrabii	-	dinner/ supper	tialdaw	-	at noon
panagriing	-	reveille	ti rabii	-	at night
panagturog	-	bedtime			

#1	M ₁	Ania nga aldaw ita?	What day is today?
		Ania nga aldaw idi kalman?	What day was yesterday?
		Ania nga aldaw intono bigat?	What day is tomorrow?

M ₂	Lunes ita.	Today is Monday.
	Domingo idi kalman.	Yesterday was Sunday.
	Martes intono bigat.	Tomorrow is Tuesday.

LESSON EIGHTEEN

- C₁ Ania nga aldaw ita?
Lunes ita.
- C₂ Ania nga aldaw idi kalman?
Domingo idi kalman.
- C₃ Ania nga aldaw intono
bigat?
Martes intono bigat.

18.6 Repetition Drill.

Days of the Week

Lunes	-	Monday	Biernes	-	Friday
Martes	-	Tuesday	Sabado	-	Saturday
Miercoles	-	Wednesday	Domingo	-	Sunday
Huebes	-	Thursday			

18.7 Chain Drill. Ask one another a series of three ania questions regarding the day today, yesterday, and tomorrow. For your first answer, use the cue given by the teacher.

<u>Question</u>	<u>Cue</u>	<u>Answer</u>
S ₁ Ania nga aldaw ita? Ania nga aldaw idi kalman? Ania nga aldaw intono bigat?	Biernes	S ₂ Biernes ita. Huebes idi kalman. Sabado intono bigat.
S ₂ Ania nga aldaw ita? Kdp.	Martes	S ₃ Martes ita. Kdp.

18.8 Repetition Drill.

The Months of the Year

Enero	-	January	Hulio	-	July
Pebrero	-	February	Agosto	-	August
Marso	-	March	Septiembre	-	September
Abril	-	April	Oktubre	-	October
Mayo	-	May	Nobiembre	-	November
Hunio	-	June	Disiembre	-	December

ILOKANO LESSONS

18.9 Question and Answer Drill. Ask one another Ania a bulan ita. Answer with the cue the teacher points to on the blackboard.

	Question	Cue	Answer
S ₁	Ania a bulan ita? 'What month is it now?'	Enero	S ₂ Enero ita.
S ₂	Ania a bulan ita? Kdp.	Hunio	S ₃ Hunio ita.
#2	M ₁ Ania ti petsa ita?	What date is today?	
	M ₂ Dos ti Pebrero.	February 2.	
	C Ania ti petsa ita? Dos ti Pebrero.		

18.10 Repetition Drill. Repeat the following phrases after the teacher.

Primero ti Enero	January 1
Dos ti Pebrero	February 2
Tres ti Marso	March 3
Kuatro ti Abril	April 4
Singko ti Mayo	May 5
Sais ti Hunio	June 6

18.11 Question and Answer Drill. S₁ asks the date; S₂ gives dates based on cues given by the teacher. (Cues may be written on flash cards.)

Question	Cue	Response
Ania ti petsa ita?	February 1	Primero ti Pebrero.
_____	January 6	Sais ti Enero.
_____	September 11	Onse ti Septiembre.
_____	August 10	Dies ti Agosto.

18.12 Dialogue. Follow this pattern. Substitute other words for the underlined ones.

S ₁	Naimbag a <u>bigat</u> mo.
S ₂	Naimbag a bigat mo met.

LESSON EIGHTEEN

- S₁ Ania ti orasen?
S₂ Alas otso y media.
S₁ Ania nga aldaw ita?
S₂ Mierkoles.
S₁ Ania ti petsa?
S₂ Beinte uno ti Hunio.
S₁ Dios ti agngina.
S₂ Awan ti aniaman na.
S₁ Innak ngaruden a. I'm going now.
S₂ Ala wen. Okay.

18.13 Cumulative Practice.

- (1) Imagine that you want to see the principal for something important but he is out. You find his clerk. Talk to the clerk to find out what day and time you may be able to see him.
- (2) You meet someone and after the social amenities ask him for the time, date and day. Don't forget the thank-you and leave-taking expressions.

18.14 Supplementary Dialogue.

- | | | |
|--------|--|--|
| Lilia: | Nagsapa kan? | Why are you so early? |
| Rosa: | Adda miting mi iti alas otso. | We have a meeting at 8:00. |
| Lilia: | Alas siete y kuarto laeng. Apay ania kadi nga aldaw ita? | It's only 7:15. Why, what day is today? |
| Rosa: | Sabado. | Saturday. |
| Lilia: | Di met Biernes ti miting ti mamaestra aya? | Isn't the teacher's meeting Friday? |
| Rosa: | Saan, Sabado, disisais iti daytoy a bulan. | No, Saturday, the sixteenth of this month. |

VOCABULARY

- | | |
|--------|---------|
| Abril | April |
| Agosto | August |
| Agsapa | morning |

ILOKANO LESSONS

almosar	breakfast
bulan	month
Biernes	Friday
kalman	yesterday
Disiembre	December
Domingo	Sunday
Enero	January
Huebes	Thursday
Hulio	July
Hunio	June
intono	future time marker
ita	now, today
Lunes	Monday
Marso	March
Martes	Tuesday
Mayo	May
Miercoles	Wednesday
nabayag	long time
Nobiembre	November
Oktubre	October
panagriing	reveille
panagturog	bedtime
pangngaldaw	lunch
pangrabii	dinner/supper
Pebrero	February
petsa	date
Sabado	Saturday
Septiembre	September

LESSON NINETEEN

(Maikasangapulo ket Siam a Leksion)

Review of ko pronouns¹

Attributive articles ti/ni²

Question Word: akin 'whose'

Possessives: kukuak, etc.

Particle: ngarud 'then'

19.1 Dialogue.

Situation: John is invited to Belen's house.

Belen:	Sumrek ka, John. Daytoy ti nanumo a balay mi.	Come in, John. This is our humble home.
John:	Dios ti agngina.	Thank you.
Belen:	Daytoy ti inaudi mi. Mariano ti nagan na.	This is our youngest (sibling). His name is Mariano.
John:	Nagpintas dayta gitara mon.	What a nice guitar you have!
Mariano:	Saan ko a kukua. Kukua ni Manang Belen.	It's not mine. It's Manang Belen's.

19.2 Repetition Drill. Repeat the following sentences after the teacher.

Balay ko daytoy.	This is my house
Manok mo dayta.	That is my chicken.
Sapatos na daydiay.	That over there is his/her pair of shoes.
Pinggan ta daytoy.	This is our (dual) plate.
Kotse mi daydiay.	That's our (excl) car.
Tatang da daydiay.	That's their father.
Asawa ni Ronald daydiay.	That over there is Ronald's wife.

ILOKANO LESSONS

19.3 Simple Substitution Drill. Repeat the model sentence twice. Then, substitute the given cues.

Cue	Model:	Response
		Balay ko daytoy.
mo		_____
na		_____
ta		_____
mi		_____
tayo		_____
yo		_____
da		_____
ni Rosa		_____
da Tomas		_____
ti maestro		_____

19.4 Sentence Formation Drill. Teacher points to objects, pictures or persons. Students tell who the owners of the objects are, or to whom the persons are related.

Example	Response
sapatos	Sapatos mo daytoy.
tatang	Tatang ni Maria daydiay.
asawa	Asawa diay prinsipal ni Rosa.
relo	_____
gayyem	_____
balay	_____
manok	_____
libro	_____
kotse	_____
kompadre	_____

19.5 Transformation Drill. Replace ni/da noun in these sentences with pronouns.

Balay ni Pedro daytoy.	Balay na daytoy.
Kabsat da Rosa daydiay.	Kabsat da daydiay.
Nanang ni Rosa daydiay.	_____
Sapatos ni Juan dayta.	_____
Tatang da Ben daydiay.	_____

19.6 Chain Drill. Ask and answer questions regarding your possessions and relations.

LESSON NINETEEN

- S1 Papel mo daytoy?
S2 Saan, papel ni Chuck.
Gayyem mo ni Stan?
S3 Wen, gayyem ko.
Libro na daydiay?
S4 Saan, librok.
Kdp.

- #1 M1 Akin balay daytoy? Whose house is this?
M2 Balay mi. It's our house.
C Akin balay daytoy?
Balay mi.

19.7 Repetition Drill. Repeat the following sentences after the teacher.

- | | |
|-----------------------------|---------------------------------|
| Akin sapatos (iti) daytoy? | Whose shoe is this? |
| Akin kabalyo (iti) dayta? | Whose horse is that? |
| Akin retrato (iti) daydiay? | Whose picture is that (yonder)? |
| Akin panyo (iti) dayta? | Whose handkerchief is that? |
| Akin opisina (iti) daydiay? | Whose office is that (yonder)? |

19.8 Chain Drill. S1 points to an object and asks an akin question; S2 responds, and so on around the class.

- S1 Akin tugaw iti daytoy?
S2 Tugaw ko.
Akin libro dayta?
S3 Libro na.
Kdp.

- #2 M1 Akinkukua iti daytoy³ a Whose pencil is
lapis? this?
M2 Kukuak. Mine.
C Akinkukua iti daytoy a lapis?
Kukuak.

ILOKANO LESSONS

19.9 Repetition Drill. Repeat the following questions and responses after the teacher.

Question	Response	
Akinkukua iti daytoy a lapis?	Kukuak.	Mine.
Akinkukua iti daydiay a libro?	Kukuam.	Yours (sg).
Akinkukua iti dayta a papel?	Kukuana.	His/Hers.
Akinkukua kadagitoy a lapis?	Kukuata.	Ours (dual).
Akinkukua kadigidiay a libro?	Kukuami.	Ours (excl).
Akinkukua kadagita a papel?	Kukuatayo.	Ours (incl).
Akinkukua kadagitoy a libro?	Kukuayo.	Yours (pl).
Akinkukua kadagitoy a tugaw?	Kukuada.	Theirs.
Akinkukua iti daytoy a lamisaan?	Kukua ni Tom.	Tom's.
Akinkukua iti dayta a kuarto?	Kukua da Tom.	Tom's and his group's.

19.10 Chain Drill. Ask one another akinkukua questions.

S1 Akinkukua iti daytoy a libro?

S2 Kukuak.

Akinkukua kadagita a papel?

S3 Kukua da Pablo.

Kdp.

19.11 Sentence Formation Drill. Point to an object belonging to somebody other than you; make a statement about it; then reinforce your statement with a possessive pronoun.

S1 Librom daytoy. Kukuam.

S2 Lapis ni Rosa dayta. Kukuana.

Kdp.

19.12 Chain Drill. Follow this pattern.

LESSON NINETEEN

- S1 Kukuam daytoy, saan na a kukua.
 S2 Kukua ni Juan daydiay, saan ta a kukua.
 S3 Kukua da dayta, saan tayo a kukua.

19.13 Question and Answer Drill. Ask a wen/saan question that starts with kukuam.

Question

Response

- S1 Kukuam daytoy lapis? S2 Wen, kukuak.
 S2 Kukua ni Ben daydiay gitara? S3 Saan, saan na a kukua.
 Kdp.

19.14 Repetition Drill. This is a drill on the shorter forms akinkua and kuak.

Question

Answer

- | | | |
|--------------------------------|-------------|------------------------|
| Akinkua iti daytoy a lapis? | Kuak. | Mine. |
| Akinkua iti daydiay a libro? | Kuam. | Yours (sg). |
| Akinkua iti dayta a papel? | Kuana. | His/Hers. |
| Akinkua kadagitoy a lapis? | Kuata. | Ours (dual). |
| Akinkua kadagidiay a libro? | Kuami. | Ours (excl). |
| Akinkua kadagitoy a libro? | Kuatayo. | Ours (incl). |
| Akinkua kadagita a papel? | Kuayo. | Yours (pl). |
| Akinkua kadagitoy a tugaw? | Kuada. | Theirs. |
| Akinkua iti daytoy a lamisaan? | Kua ni Ben. | Ben's. |
| Akinkua iti dayta a cuarto? | Kua da Ben. | Ben's and his group's. |

19.15 Chain Drill. Follow the given pattern. substitute other words for the underlined ones. Note the use of ngarud 'then'.

ILOKANO LESSONS

- S1 Kabsat mo ni Lita?
S2 Saan.
S1 Akin kabsat ngarud?
S2 Kabsat ni Elsa.

19.16 Cumulative Activity.

- (1) Teacher gathers articles belonging to different students. A student goes to the front and asks to whom the articles belong. Students claim their property.
- (2) Have a short dialogue with one or two of your classmates. Use the possessive pronouns.

VOCABULARY

akin	whose
asawa	husband/wife
kadagidiay	of/among those yonder
kadagita	of/among those
kadagitoy	of/among these
gayyem	friend
ngarud	then (as in 'Whose is it, then?')

LESSON TWENTY

(Maikaduapulo a Leksion)

The Verbs: mapan/in 'to go'

Locative affix: pag...an 'place for', 'place of'

Negative: di-

20.1 Dialogue.

Situation: A PCV meets a friend.

Pedro:	Papanam? ¹	Where are you going?
John:	Mapan ak agdigos.	I'm going to take a bath.
Pedro:	Sadino ti pagdigosam?	Where will you take a bath?
John:	Idiay ubbog dita abagatan.	At the spring in the southern part of town.

20.2 Repetition Drill. Repeat the following questions and answers after the teacher.

Question	Response	
Papanam? 'Where do you go?'	Mapan ak agopisina.	I go to the office.
Papana na? 'Where does she/ he go?'	Mapan ageskuela.	She/He goes to school.
Papanan tayo?	Mapan tayo agpasyar.	We go for a walk.
Papanan yo?	Mapan kami bumulod iti baso.	We go to borrow a glass.
Papanan da?	Mapan da gumatang iti nateng.	They go to buy vegetables.
Papanan ni Tomas?	Mapan agtrabaho.	He goes to work.

ILOKANO LESSONS

Question

Papanan da
Rosa?

Response

Mapan da dumawat
iti kahon idia
y opisina.

They go to ask for a
box from the office.

20.3 Simple Substitution Drill.

Cue

ka
ta
tayo
kami
kayo
da

Response

Model: Mapan ak agopisina.

Model: Innak agopisina.

ka
ta
tayo
kami
kayo
da

Model: Mapan agopisina ni Juan.

da Juan
ti maestro
dagiti maestra

Model: Mapan ak/innak agopisina.

ageskuela
agbasa
agtrabaho

Model: Mapan ak/innak bumulod iti lapis.

gumatang
dumawat

20.4 Sentence Formation Drill. Teacher cues verb bases; students construct sentences following this pattern: mapan/in- + ak pronoun or ni/ti phrase + verb derived from the base + object (if needed).

LESSON TWENTY

Cue	Response
trabaho	Mapan ak/Innak agtrabaho.
basa	Mapan agbasa ni Maria.
bulod	Mapan kayo/in kayo bumulod iti baso.
eskuela	_____
gatang	_____
dawat	_____
opisina	_____
pasyar	_____

20.5 Expansion Drill. Add a locative word or phrase to the sentence formed in 20.4.

Examples: Mapan ak agtrabaho idiaiy.
 Mapan agbasa ni Maria idiaiy Honolulu.

20.6 Question and Answer Drill. S₁ asks the question pa-panan + ko pronoun or ti/ni phrase; S₂ answers with in/mapan + ko pronoun or ti/ni phrase + verb or a locative.

Question	Answer
Papanan ni Charlie?	Mapan agopisina.
Papanam?	Innak ageskuela.
Papanan na?	Mapan idiaiy.
Papanan tayo?	Intayo dita.
_____	_____
_____	_____

20.7 Question and Answer Drill. S₁ asks a question; S₂ gives a complete negative or affirmative response.

Question	Response
Mapan ka/In ka agopisina?	Saan, saan ak a mapan ² agopisina.
Saan tayo a mapan agpasyar?	Saan man. Mapan tayo agpasyar.
Inka idiaiy?	Wen, innak/mapan ak idiaiy.
_____	_____
_____	_____

20.8 Deletion Drill. For naturalness, answer the questions in 20.7 in short forms.

ILOKANO LESSONS

Pattern: Saan ak nga agopisina./Saan.
 Saan man agpasyar tayo./Saan man.
 Innak/mapan ak/wen.

20.9 Repetition Drill. Contrast mapan/in 'go' with umay 'come'.

Inka idiay.	Umay ka ditoy.
Innak dita.	Umay ak ditoy.
Mapan ka ageskuela idiay.	Umay ka ageskuela ditoy.
Mapan tayo agpasyar dita.	Umay tayo agpasyar ditoy.

20.10 Dialogue. Substitute other nouns and pronouns.

Pattern 1: S₁ Papanam?
 S₂ Mapan ak idiay ili.
 S₁ Saan ka nga umay idiay balay?
 S₂ Saan man.

Pattern 2: S₁ Umay ka ditoy?
 S₂ Saan, mapan ak idiay daya.
 S₁ Saan ka nga mapan agtrabaho?
 S₂ Saan, innak agburak. 'No, I'll go fishing.'

20.11 Repetition Drill. The use of the negative di-.³

Diak agbasa.	I do not read.
Dika agpasyar.	You don't take a walk.
Dita agtrabaho.	We don't work.
Ditayo ageskuela.	We don't go to school.
Dikami dumawat iti libro.	We don't ask for a book.
Dikayo gumatang iti manok.	You don't buy a chicken.
Dida umay.	They don't come.

20.12 Simple Substitution Drill.

Cue	Model:	Response
ka		Diak mapan agopisina.
ta		_____
tayo		_____
kami		_____

LESSON TWENTY

Cue	Response
kayo	_____
da	_____

Use unmay instead of mapan.

20.13 Transformation Drill. Change saan to di- in the following sentences.

Saan ak a mapan agpasyar.	Diak mapan agpasyar.
Saan ka a mapan agtrabaho.	Dika mapan agtrabaho.
Saan tayo a mapan ageskuela.	_____
Saan kami a mapan bumulod iti tugaw.	_____
Saan da nga umay dumawat iti nateng.	_____
Saan kayo nga umay agbasa.	_____
Saan da nga dumawat iti mangga.	_____

20.14 Question and Answer Drill. S₁ asks a question with di- + mapan/umay. S₂ answers in the negative using di-.

Question	Response
Dika mapan agpasyar?	Saan, diak mapan (agpasyar).
Dita mapan agtrabaho?	Saan, dita mapan (agtrabaho).
Dikayo mapan agopisina?	Saan, dikami mapan (agopisina).
Dida umay agdigos?	Saan, dida umay (agdigos).
_____	_____
_____	_____

20.15 Chain Drill. Follow these patterns. Substitute other words for the underlined ones.

Pattern 1:	S ₁	<u>Agopisina</u> ka?
	S ₂	Saan.
	S ₁	Papanam ngarud?
	S ₂	Mapan <u>ak</u> <u>ageskuela</u> .
Pattern 2:	S ₁	Dika <u>bumulod iti libro</u> ?
	S ₂	Saan.
	S ₁	Ania ngarud?

ILOKANO LESSONS

Pattern 3: S₂ Innak gumatang iti papel.
 S₁ Inka/Mapan ka agtrabaho?
 S₂ Saan, innak ageskuela.

Pattern 4: S₁ Umay ka agpasyar?
 S₂ Saan, innak agtrabaho.

#1	M ₁	Sadino ti pagtrabahoam?	Where do you work?
	M ₂	Idiay Central School.	(There-yonder) at the Central School.
	C	Sadino ti pagtrabahoam? Idiay Central School.	

20.16 Repetition Drill. This is a drill on the use of ti pag...an + ni/ti N or ko pronoun.

(1) Question	Answer
Sadino ti pagtrabahoam?	Idiay Peace Corps
'Where do you work?'	Office.
Sadino ti pageskuelaan ni Tom?	Idiay Central School.
'Where does Tom go to school?'	
Sadino ti pagbasaan na?	Dita abagatan.
'Where does he study?'	
Sadino ti paggatangan iti baso?	Dita tiendaan ni Maria.
'Where does one buy glasses?'	
Sadino iti pagbulodan iti libro?	Ditoy laybrari.
'Where does one borrow books?'	
Sadino ti pagpasyaran dagiti ubbing?	Idiay Luneta.
'Where do the children take a walk?'	

(2) Repeat the above questions using ayan instead of sadino.

20.17 Simple Substitution Drill.

Cue	Response
Model: eskuela	Sadino ti pag <u>basaan</u> tayo? _____

LESSON TWENTY

Cue	Response
pasyar	_____
trabaho	_____
dawat	_____
bulod	_____
gatang	_____
opisina	_____

Model: Sadino ti pagopisina ak?

mo	_____
na	_____
ta	_____
mi	_____
tayo	_____
yo	_____
da	_____
ni Pedro	_____
da Pedro	_____

20.18 Question and Answer Drill. Teacher cues a verb base; S1 forms a question with sadino/ayan + pag...an; S2 answers with a locative word or phrase.

Cue	Question	Response
trabaho	Sadino ti pagtrabahoam?	Idiay laud.
eskuela	Ayan ti pageskuelaan ni Maria?	Idiay.
pasyar	_____	_____
basa	_____	_____
digos	_____	_____
dawat	_____	_____
gatang	_____	_____
bulod	_____	_____

20.19 Variation Drill. With this dialogue as model, substitute other words to make up your own.

- S1 Papanam?
 S2 Mapanak agtrabaho.
 S1 Sadino/ayan ti pagtrabahoam?
 S2 Idiay bangkag.
 S1 Sadino ti bangkag mo?
 S2 Idiay laud.

ILOKANO LESSONS

20.20 Cumulative Practice.

- (1) Pretend that you are talking to a young boy. Ask him his name; where he goes to school; where he plays; where he takes a walk; etc.
- (2) Make a long distance call to your home. Ask about the weekend plans of the different members of the family.

VOCABULARY

agdigos	to take a bath
agpasyar	to take a walk
agtrabaho	to work
baso	glass
kahon	box
Luneta	a park in Manila
mangga	mango
nateng	vegetable
papanan	where to go
ubbog	spring

LESSON TWENTY-ONE

(Maikaduapulo ket Maysa a Leksion)

The verbs *kayat* and *gusto*¹

Particle: *ngem* 'than'

Alternative Marker: *wenno* 'or'

21.1 Dialogue.

Situation: Two friends are at the cafeteria for a snack.

Edna:	Ania ti <i>kayat</i> mo?	What do you like?
Lu:	<i>Kayat</i> ko ti 'apple pie'. Sika, ania ti <i>kayat</i> mo?	I want (a piece of) 'apple pie'. You, what do you like?
Edna:	<i>Kayat</i> ko ti <i>uminom</i> iti tsa.	I want to drink tea.
Lu:	Ania ti <i>kayat</i> mo, <i>napudot wenno</i> <i>nalamiis</i> ?	What do you want, hot (tea) or iced* (tea)?
Edna:	<i>Kaykayat</i> ko ti <i>nalamiis</i> .	I prefer iced* (tea). (*literally, <u>nalamiis</u> means 'cold')

21.2 Repetition Drill. Kayat + {ko pronoun / ni/ti ____} + ti ____.

<i>Kayat</i> ko ti <i>tsokolate</i> .	I like chocolate.
<i>Kayat</i> mo ti <i>inapoy</i> .	You like steamed rice.
<i>Kayat</i> ni Pedro ti <i>aglangoy</i> .	Pedro likes to swim.
<i>Kayat</i> mi ti <i>agbasa</i> .	We (excl) like to read.
<i>Kayat</i> da ti <i>gumatang</i> ti <i>tsokolate</i> .	They like to buy chocolate.
<i>Kayat</i> dagiti <i>mamaestra</i> ti <i>nadalus</i> .	The teachers like that which is clean.
<i>Kayat</i> yo ti <i>napintas</i> .	You like the beautiful one.

21.3 Simple Substitution Drill.

ILOKANO LESSONS

Cue

kape
tsokolate
prutas
ikan
karne

Model: Kayat ko ti inapoy.

bulod
dawat
basa

Model: Kayat ko ti gumatang iti libro.

langoy
surat
napintas
dakkel

Model: Kayat ko ti agbasa.

mo
na
ta
tayo
mi
yo

Model: Kayat ko ti tsokolate.

da Cely
ti ubing
dagiti ubbing

Model: Kayat ni Rosa ti tsokolate.

21.4 Repeat exercise 21.3 using gusto instead of kayat. Gusto and kayat are synonyms.

21.5 Sentence Formation Drill. Teacher cues nouns or verb bases; students form sentences with kayat + ko pronoun or ni/ti _____ + _____.

Cue

serbesa
kape
basa
surat

Pattern:

Response

Kayat ni Tomas ti serbesa.
Kayat ko ti kape.

LESSON TWENTY-ONE

Cue	Response
Miss Santos	_____
tsokolate	_____
langoy	_____
inapoy	_____
nadalos	_____
Maria	_____
maestra	_____
puraw	_____

21.6 Substitution Drill. Ania or sino + kayat.

Cue	Response
Model: Sino ti kayat mo a maestra?	
gayyem	_____
PCV	_____
estudiante	_____
Model: Ania ti kayat na a sida?	
prutas	_____
bado	_____
sapatos	_____
Model: Ania ti kayat na nga aramiden?	
kuaen	_____
kanen	_____
inomen	_____

21.7 Question and Answer Drill. Ask and answer ania or sino + kayat questions. Give short responses.

- S1 Sino ti kayat mo a presidente?
 S2 Ni Kennedy.
 Ania ti kayat mo nga aramiden?
 S3 Agbasa.
 Ania ti kayat mo a sabong?
 S4 Rosas.
 Kdp.

21.8 Question and Answer Drill. S₁ asks an affirmative or a negative question using kayat or gusto. S₂ answers in the negative using saan, di-.

ILOKANO LESSONS

Question

Kayat mo ti kape?
 Saan yo a kayat ti aglangoy?
 Kayat ni Juan ti keddel?

Response

Saan, diak kayat.
 Saan, dimi kayat.
 Saan, dina kayat.

21.9 Dialogue Variation. Use the pattern below and substitute other words for the underlined ones.

S₁ Kayat mo ti serbesa?

S₂ Saan.

S₁ Ania ngarud ti kayat mo?

S₂ Gatas.

21.10 Question and Answer Drill. Kayat + ko + ti mapan ____; S₁ asks a question; S₂ answers either in the negative or affirmative.

Question

Kayat mo ti mapan idia Manila?
 Kayat yo ti mapan agpasyar?
 Kayat da ti mapan aglangoy?

Response

Wen, kayat ko.
 Saan, dimi kayat.
 Wen, kayat da.

#1 M₁ Ania ti kaykayat mo, inapoy wenno patatas?

Which do you prefer, rice or potatoes?

M₂ Kaykayat ko ti inapoy ngem patatas.

I prefer rice to potatoes.

C Ania ti kaykayat mo, inapoy wenno patatas? Kaykayat ko ti inapoy ngem patatas.

21.11 Substitution Drill.

Cue

Response

Model: Ania ti kaykayat mo, nalabaga wenno puraw?

kape - serbesa

LESSON TWENTY-ONE

Cue	Response
aglangoy - agbasa	_____
bumulod - gumatang	_____
nalukmeg - nakuttong	
	Model: Kaykayat ko ti nalabaga ngem puraw.
kape - serbesa	Kaykayat ko ti kape ngem serbesa.
aglangoy - agbasa	_____
gumatang - bumulod	_____
nakuttong - nalukmeg	_____

21.12 Chain Drill. Ask one another ania ti kaykayat questions. Give short responses as illustrated below.

- S₁ Ania ti kaykayat mo, lapis wenno bolpen?
 S₂ Kaykayat ko ti bolpen.
 Ania ti kaykayat mo, agtakder wenno agtugaw?
 S₃ Kaykayat ko ti agtugaw.
 Kdp.

21.13 Chain Drill.

- Pattern: S₁ Sino ti kaykayat mo ni Nixon wenno ni
 Humphrey?
 S₂ Kaykayat ko ni Nixon.

21.14 Substitution Drill.

- Model: Kayat ko ti kape ngem kaykayat ko ti tsa.
 _____ asul _____ derosas.
 _____ ni Fe _____ ni Gloria.
 _____ ti maestro _____ ti prinsipal.
 _____ dagiti lallaki _____ dagiti babbai.

21.15 Sentence Formation Exercise. State two of your preferences according to the model in exercise 21.14.

ILOKANO LESSONS

21.16 Cumulative Activity.

- (1) You are an architect commissioned to design a house for a client. You confer with your client to find out his likes, dislikes, and preferences. (Instead of an architect you may be some other professional interviewing a client.)
- (2) Talk to the class about your, or some other person's likes, dislikes, and preferences in colors, foods, games, friends, politicians, etc.

VOCABULARY

aglangoy	to swim
bado	dress
kayat	like, want
kanen	food
keddel	pinch
gusto	love to
nakuttong	thin
nalamiis	cold
napudot	hot
patatas	potatoes
rosas	rose (flower)
sapatos	shoes
serbesa	beer
tsa	tea
tsokolate	chocolate

LESSON TWENTY-TWO

(Maikaduapulo ket dua a Leksion)

The comparative and superlative forms of adjectives

22.1 Dialogue.

Situation:	Two ladies are in a shoe store picking out a pair of shoes.	
Elena:	Kayat mo daytoy nalabaga?	Do you like this red pair?
Aida:	Napinpintas sa daydiay puraw ngem dayta.	The white one seems to be better than that one.
Elena:	Wen, ngem kasla nalaglagda daytoy.	Yes, but this looks more durable.
Aida:	Diak unay kayat ti nalabaga a sapatos. Kaykayat ko ti puraw.	I am not too fond of red shoes. I prefer white ones.

22.2 Repetition Drill. The comparative form of adjectives.¹

Naim-imas ti tsokolate ngem ti kape.	Chocolate tastes better than coffee.
Atatiddog ti lapis ngem ti tisa.	A pencil is longer than a piece of chalk.
Napinpintas ni Lorna ngem ni Rosa.	Lorna is more beautiful than Rosa.
Basbassit ni Pedro ngem ni John.	Pedro is smaller than John.
Daddakkel ak ngem isu.	I am bigger than he/she.
Napigpigska ka ngem ni Tomas.	You are stronger than Thomas.

22.3 Repetition Drill. The comparative form of the adjective.

naimas - naim-imas

naanos - naan-anos

ILOKANO LESSONS

nangisit - nangisngisit
 napigsa - napigpigsa
 nalaing - nalalaing

bassit - basbassit
 dakkel - dakdakkell
 ababa - ab-ababa

22.4 Simple Substitution Drill.

Cue	Response
Model:	Naluklukmeg ni Lita ngem ni Fe.
nalaing	_____
dakkel	_____
napintas	_____
napigsa	_____
bassit	_____
Model:	Basbassit <u>ak</u> ngem ni Fe.
ka	_____
ta	_____
kami	_____
tayo	_____
kayo	_____
da	_____
Model:	Dakdakkell ka ngem siak.
isu	_____
isuda	_____
dakami	_____
Model:	<u>Basbassit</u> ti balay ngem ti eskuela.
dakkel	_____
atiddog	_____
napigsa	_____
napintas	_____
nadalos	_____

Substitute daytoy, dayta, daydiay for the ti phrases.

22.5 Substitution Drill. Teacher cues an adjective; student uses its comparative form in a sentence.

Cue	Response
dakkel	Dakdakkell ni Juan ngem ni Pedro.
nalukmeg	Naluklukmeg ak ngem isu.
bassit	Basbassit ti balay ngem ti eskuela.
napintas	_____

LESSON TWENTY-TWO

Cue	Response
nadalos	_____
atiddog	_____
nalaing	_____
napigsa	_____

22.6 Question and Answer Drill.

Pattern 1:	S1	Ania ti at-atiddog, daytoy lapis wenno dayta tisa?
	S2	Dayta lapis.
Pattern 2:	S1	Sino ti naluklukmeg, ni Juan wenno ni Jose?
	S2	Ni Jose.
Pattern 3:	S1	Sino ti napinpintas, isu wenno ni Maria?
	S2	Isu.

22.7 Substitution Drill.

Cue	Response
	Model: Ad-ado dagiti balbalay ditoy ngem idia.
tao	_____
ubing	_____
balasang	_____
lalaki	_____

22.8 Sentence Formation Drill. Use ad-ado in sentences of your own.

22.9 Chain Drill.

Pattern:	S1	Ania ti kayat mo, daytoy basbassit wenno dayta dakdakkal?
	S2	Daytoy dakdakkal.

#1	M1	Sino ti kalaingan nga estudiante ditoy?	Who's the smartest student here?
	M2	Ni Rosa ti kalaingan nga estudiante ditoy.	Rosa is the smartest student here.

ILOKANO LESSONS

- C Sino ti kalaingan nga estudiante ditoy?
Ni Rosa ti kalaingan nga estudiante ditoy.

22.10 Substitution Drill.

Cue	Response
Model:	Sino ti kalaingan nga ubing ditoy?
kalukmegan	_____
kakuttungan	_____
kadakkelan	_____
kabassitan	_____
kapintasan	_____
kasingpetan	_____

22.11 Question and Answer Drill.

- Pattern 1: S1 Sino ti kapintasan nga ubing ditoy?
S2 Ni Cindy ti kapintasan nga ubing ditoy.
- Pattern 2: S1 Ania ti kadakkelan a balay ditoy?
S2 Ti balay ni Mr. Cruz ti kadakkelan a balay ditoy.

Repeat the exercise using short responses.

22.12 Substitution Drill.

Cue	Response
Model:	Kalaingan ni Jose ditoy klase.
lukmeg	_____
dakkel	_____
pigsa	_____
dalos	_____
Model:	Kabassitan nga ubing ni Mario ditoy.
pigsa	_____
dakkel	_____
lukmeg	_____
dalos	_____
laing	_____
kapsot	_____

LESSON TWENTY-TWO

22.13 Sentence Formation Drill. Choose an adjective and give three sentences following the given model.

Adjective: dakkel

- (1) Dadakkel tayo amin.
- (2) Dakdakkel ni Juan ngem ni Pedro.
- (3) Kadakkelan ni Juan kadatayo amin.

You may consult Appendix E, Section V for more adjectives.

22.14 Repetition Drill. Ways of intensifying the adjective to approximate the superlative form.

Kadakkelan ni Ben.

- | | |
|-------------------------|------------------|
| (1) Nagdakkelen ni Ben! | How big Ben is! |
| (2) Nakadakked ni Ben! | Ben is so big! |
| (3) Dakkel unay ni Ben! | Ben is very big! |

22.15 Transformation Drill. Re-express the following statements in the three ways illustrated in 22.14.

- Kakapsotan ka. (1) _____
(2) _____
(3) _____

- Kaanosan ni Miss Cruz. (1) _____
(2) _____
(3) _____

- Kapurawan ti rosál.
- (1) _____
- (2) _____
- (3) _____

- Kasam-itan ti mangga. (1) _____
(2) _____
(3) _____

22.16 Cumulative Activity.

- (1) Compare two or three countries, cities, people, fruits, flowers, etc.
- (2) Talk about some of the places you have seen and your impressions about them.

ILOKANO LESSONS

You may refer to the section on sample comparison of adjectives, Appendix E, Section V for adjectival forms.

VOCABULARY

nakapsot
nadalos
naimas
nalagda
napigsa
nasingpet
rosal

weak
clean
delicious
durable
strong
well-behaved
gardenia

LESSON TWENTY-THREE

(Maikaduapulo ket Tallo a Leksion)

-en verb (goal focus)¹

Infinitive form

Progressive form

23.1 Dialogue.

Situation:	An older teacher (Mrs. Samonte) and a younger teacher are talking in the Home Economics building.	
Ester:	Ania ti aramiden yo ita, Manang?	What are you going to do, <u>Manang</u> ?
Mrs. S:	Agbasa ak iti leksion ko. Apay kadi?	I'll read my lesson. Why?
Ester:	Bulodek kuma man bassit ti libro yo.	I would like to borrow your book.
Mrs. S:	Basaem pay la narud ta agdait ak pay. Alaem dita lamisaan.	You may read it (then) and I'll sew first. Take it from the table.
Ester:	Ania kadi ti daiten yo?	What are you going to sew?
Mrs. S:	Daitek ti barong ni Juan.	I'll sew the <u>barong</u> of John.

23.2 Repetition Drill.

Basaen ta ti surat.	Let's read the letter./We read the letter.
Lutuen tayo ti karne.	Let's cook the meat./We cook the meat.
Puteden yo ti tali.	Cut the string (or rope)./ You cut the string (or rope).
Iddepek ti silaw.	I turn off the light.
Patayem dagiti manok.	Kill the chickens./You kill the chickens.
Tokaren da dagiti pyano.	They play the pianos.
Kitaen ti ubing ni Norma.	The child looks at Norma.

ILOKANO LESSONS

Sapolen ti maestro da Juan.	The teacher looks for John and others.
Denggen dagiti estudiante ti prinsipal.	The students listen to the principal.
Angoten ti aso ti karne.	The dog smells the meat.

23.3 Substitution Drill.

Cue		Response
	Model:	Basaen tayo ti libro.
buloden		_____
gatangan		_____
sapolen		_____
alaen 'to get'		_____
	Model:	Basaek ti nobela.
mo		_____
na		_____
ta		_____
tayo		_____
mi		_____
yo		_____
da		_____
ni Rosa		_____
da Rosa		_____
ti maestra		_____
dagiti estudiante		_____

23.4 Sentence Formation Drill. Teacher cues a verb base; student forms a sentence following this pattern: -en verb + ko pronoun or ni/ti phrase + ti phrase.

Cue		Response
luto	e.g.	Lutuek ti inapoy.
kita		_____
dengngeg		_____
gatang		_____
kanta		_____
dait		_____
sapol		_____
ala		_____
puted		_____
iddep		_____
tokar		_____

LESSON TWENTY-THREE

23.5 Moving Slot Substitution Drill.

Cue	Response
	Model: Basaek ti surat mo.
ni Maria	Basaen ni Maria ti surat mo.
libro	Basaen ni Maria ti librom.
ti estudiante	_____
mi	_____
tayo	_____
bulod	_____
da	_____

23.6 Moving Slot Substitution Drill.

Cue	Response
	Model: Lutuen tayo daytoy kaine. ²
dayta	_____
daydiay	_____
manok	_____
daytoy	_____
dayta	_____

23.7 Transformation Drill. Change the marker ti to daytoy, dayta, or daydiay. Teacher gives cues.

Teacher	Cue	Student
Gatangem ti lapis.	daytoy	Gatangem daytoy lapis.
Lutuen na ti karne.	dayta	_____
Basaek ti leksion ko.	daytoy	_____
Bulodem ti kartib da.	daydiay	_____
Daiten ni Carol ti bado na.	dayta	_____
Linisen da ti kuarto.	daydiay	_____
Tokaren ni Bob ti biolin.	daydiay	_____

23.8 Sentence Formation Drill. Give sentences similar to those of 23.7 with daytoy, dayta, and daydiay as noun markers. Use the verb bases cued by the teacher.

Cue	Response
gatang	Gatangen ti doktor daydiay balay.
basa	_____
dait	_____
sapol	_____
linis	_____

ILOKANO LESSONS

Cue	Response
patay	_____
ala	_____

23.9 Repetition Drill. Contrast between ag- or um- verbs (actor focus) and the -en verb (goal focus).

Agbasa ak iti leksion ko.	-	Basek ti leksion ko.
Agkanta ka iti <u>Manang Biday</u>	-	Kantaem ti <u>Manang Biday</u> .
Agluto da iti ikan.	-	Lutuen da iti iken.
Agsapol ni Juan iti libro.	-	Sapolen ni Juan ti libro.
Bumulod ti abogado iti kotse.	-	Buloden ti abogado ti kotse.

23.10 Transformation Drill. Change the ag-or umverb to an -en verb.

Agsapol ni Tatang iti aso.	Sapolen ni Tatang ti aso.
Agpatay da iti baboy.	_____
Gumatang ti mayot iti balay.	_____
Uminom kayo iti basi. (basi 'rice wine')	_____
Agtokar ka iti pyano.	_____
Dumawat ti ubing iti tinapay. (tinapay 'bread')	_____
Agaramid da iti balay.	_____
Umuli ni Manong iti kayo.	_____

23.11 Sentence Formation -Transformation Drill. Teacher cues a verb base. S₁ gives a sentence with an ag- or um- verb; S₂ repeats the sentence changing the ag- or um- verb to an -en verb.

Cue	Response
basa	S ₁ Agbasa kami iti leksion mi.
	S ₂ Basaen mi ti leksion mi.
luto	_____

bulod	_____

LESSON TWENTY-THREE

Cue	Response
gatang	_____
kanta	_____
dait	_____
tokar	_____
sala	_____

23.12 Question and Answer Drill. S₁ asks an ania ti aramiden question; teacher cues a verb form; S₂ gives an answer.

Question	Cue	Response
Ania ti aramidek?	-en	Basaem ta leksion mo.
Ania ti aramidem?	-ag	Agbasa ak iti leksion ko.
Ania ti aramiden na?	-um-	Bumulod iti libro.
Ania ti aramiden ni Tomas?	-en	Buluden na ta libro ni Juan.
Kdp.		

#1 M₁ Ania ti ar-aramidem? What are you doing?

M₂ Basbasaek ti peryodiko. I'm reading the newspaper.

C Ania ti ar-aramidem?
 Basbasaek ti peryodiko.

23.13 Repetition Drill. The progressive form of the -en verb.

buloden	-	bulbuloden	lutuen	-	lutlutuen
basaen	-	basbasaen	gatangan	-	gatgatangan
daiten	-	dadaiten	tokaren	-	toktokaren
sapolen	-	sapsapolen	alaen	-	al-alaen

23.14 Moving Slot Substitution Drill.

Cue	Response
daytoy	Model: Basbasaek ti peryodiko. _____

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Cue	Response
bulod	_____
na	_____
gatang	_____
daydiay	_____
da	_____
da Tatang	_____

23.15 Chain Drill. S₁ asks ania ti ar-aramiden + ko pronoun or ti/ni phrase; S₂ gives an answer using an -en verb.

S₁ Ania ti ar-aramiden da?

S₂ Dadaiten da ti bado da.

Ania ti ar-aramidem?

S₃ Salsalaek ti Tinikling.

Kdp.

23.16 Sentence Formation Drill. Teacher cues verb bases; students use the present progressive form of the -en verb in sentences.

Cue	Response
gatang	Gatgatangek daytoy prutas.
kanta	Kankantaek ti <u>Manang Biday</u> .
bulod	_____
luto	_____
basa	_____
dait	_____
tokar	_____
sapol	_____
uli	_____

23.17 Transformation Drill. Change the following statements to wen/saan questions.

Statement	Question
Linlinisem ti kuarto.	Linlinisem ti kuarto?
Kankantaen ni Ed Ames ti 'Impossible Dream'.	_____
Salsalen dagiti ubbing ti 'Swan Lake'.	_____
Al-alaen tayo ti libro tayo.	_____

LESSON TWENTY-THREE

23.18 Question and Answer Drill. Ask one another wen/saan questions using the progressive form of the -en verb.

S₁ Al-alaen da dagiti sabong?

S₂ Saan, saan da nga al-alaen dagiti sabong.

Salsalaen tayo ti Tinikling?

S₃ Wen, salsalaen tayo ti Tinikling.

Kdp.

23.19 Cumulative Activity.

- (1) Pretend that you are one of the following:
- (a) a team leader in a summer camp
 - (b) a Girl Scout or a Boy Scout troop master
 - (c) a mother organizing the household for a Saturday morning general cleaning activity.

Prepare a list of commands to give your members. Consult Appendix E, Section W for more verbs, or ask your teacher the Ilokano of some particular verbs you want to use.

- (2) Opposite each of the commands you have prepared, write a wen/saan question which you can use to check on your members while they are performing the task you have assigned them.

VOCABULARY

agdait	to sew
alaen	to get/take (something)
angoten	to smell
balay	house
barong	man's Philippine formal shirt
basaen	to read (something)
basi	rice wine
buloden	to borrow (something)
biolin	violin
kantaen	to sing (something)
kitaen	to see, to look at

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daiten	to sew (something)
denggen (dengngegen)	to listen to
gatangen	to buy (something)
ikan	fish
iddepen	to turn off (the light, etc.)
inapoy	steamed rice
ita	now
lutuen	to cook (something)
patayen	to kill (someone or something)
puteden	to cut
pyano	piano
sapolen	to look for/seek (something)
tinapay	bread
tokaren	to play (an instrument)

LESSON TWENTY-FOUR

(Maikaduapulo ket Uppat a Leksion)

-en verb, past form

Particles: -en/-n 'already'; pay 'yet'¹

24.1 Dialogue.

Situation: Two friends talk about a program.

- | | | |
|------|---|---|
| Ben: | Nagburga ka
iti programa? | Did you attend the program?
(Literally: Did you watch the
program?) |
| Ann: | Wen,
Napintas
daydiay
programa.
Nagsala da
Carmen. | Yes. The program was nice.

Carmen and others danced. |
| Ben: | Ania ti sinala
da? | What did they dance? |
| Ann: | Sinala da ti
<u>Itik-Itik</u> . | They danced the <u>Itik-Itik</u> . |

24.2 Repetition Drill. The past form of the -en verb.

kantaen	-	kinanta	aramiden	-	inaramid
tokaren	-	tinokar	inomen	-	ininom
sapolen	-	sinapol	iddepen	-	iniddep
daiten	-	dinait	alaen	-	innala
ulien	-	inuli	kanen 'to eat'	-	kinnan

24.3 Moving Slot Substitution Drill.

Cue

ni Maria
bulod
tayo

Response

Model: Binasak ti War and Peace.

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Cue	Response
gatang	_____
da	_____
sapol	_____
ala	_____

24.4 Substitution Drill.

Cue	Model:	Response
dawat		Ania ti kinantam?
inom		Ania ti dinawat mo?
tokar		_____
uli		_____
sapol		_____
dait		_____
kaan		_____

24.5 Chain Drill. Ask and answer questions following the given patterns.

Pattern 1: S₁ Ania ti sinala tayo?
 S₁ Sinala tayo ti Tinikling.

Use other verbs and pronouns or nouns for the underlined words.

Pattern 2: S₁ Ania ti kinanta ni Ana idiay eskuela?
 S₂ Kinanta na ti Pamulinawen.

Substitute other verbs, nouns or pronouns, and deictics for the underlined words.

24.6 Substitution Drill.

Cue	Model:	Response
dakkel		Innala da ti napintas a sabong.
bassit		_____
puraw		_____
nalabaga 'red'		_____
asul 'blue'		_____
derosas 'pink'		_____

LESSON TWENTY-FOUR

Cue

amarilyo 'yellow'

Response

24.7 Combination Drill. Combine the short sentences given by the teacher into a single expanded sentence. The first number serves as an example.

- (1) (a) Pinuted ni Berto ti tali.
(b) Atiddog ti tali.
(c) Pinuted ni Berto ti atiddog a tali. or, Pinuted ni Berto ti tali nga atiddog.
- (2) (a) Linuto da ti nateng.
(b) Adu ti nateng.
(c) _____
- (3) (a) Dinait ni manang ko ti bado na.
(b) Napintas ti bado.
(c) _____
- (4) (a) Ininom ko ti kape.
(b) Napudot ti kape.
(c) _____
- (5) (a) Dinawat tayo ti prutas.
(b) Ado ti prutas.
(c) _____
- (6) (a) Innala ti gayyem mo ti gitara.
(b) Baro ti gitara.
(c) _____

24.8 Question and Answer Drill. Ask one another wen/saan questions. Use the past form of -en verbs and expand your sentences with adjectives. Give complete answers.

- S1 Iniddep mo ti dakkel a silaw?
S2 Wen, iniddep ko ti dakkel a silaw.
Kinnan yo ti naimas a sida?
S3 Saan, saan mi a kinnan ti naimas a sida.
Kdp.

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You may see Appendix E, Section V for more adjectives.

24.9 Chain - Transformation Drill. S₁ gives an expanded affirmative statement with an -en verb in the past form. S₂ transforms it to the negative. S₂ gives the next statement, S₃ answers, and so on around the class.

S₁ Binulod na daydiay librok a berde.

S₂ Saan na a buloden daydiay librok a berde.

Sinapol ko ti nalabaga a lapis.

S₃ Saan ko a sinapol ti nalabaga a lapis.

Kdp.

- | | | | |
|----|----------------|---|---|
| #1 | M ₁ | Kinanta dan ti <u>Pamulinawen</u> ? | Have they already sung <u>Pamulinawen</u> ? |
| | M ₂ | Wen, kinanta dan ti <u>Pamulinawen</u> .
Saan, saan da pay a kinanta ti <u>Pamulinawen</u> . | Yes, they have already sung <u>Pamulinawen</u> .
No, they haven't sung <u>Pamulinawen</u> yet. |
| | C ₁ | Kinanta dan ti <u>Pamulinawen</u> ?
Wen, kinanta dan ti <u>Pamulinawen</u> . | |
| | C ₂ | Kinanta dan ti <u>Pamulinawen</u> ?
Saan, saan da pay a kinanta ti <u>Pamulinawen</u> . | |

24.10 Substitution Drill.

- | <u>Cue</u> | | <u>Response</u> |
|----------------|--------|---|
| gatang
ala | Model: | Dinait mon ti pantalon?

_____ |
| | Model: | Dinait ni Mr. Santosen ti pantalon?

_____ |
| sapol
bulod | Model: | Wen, dinait kon ti pantalon.

_____ |
| | Model: | Wen, dinait ni Mr. Santosen ti pantalon. |

LESSON TWENTY-FOUR

Cue	Response
sapol bulod	_____
Model:	Saan, saan ko pay a dinait ti pantalon.
gatang ala	_____
Model:	Saan, saan pay a dinait ni Mr. Santos ti pantalon.
sapol bulod	_____

24.11 Question and Answer Drill. Ask one another wen/saan questions using the past form of -en verbs and the particles -en/-n 'already' and pay 'yet'. Give complete answers.

- S1 Iniddep mon ti silaw?
 S2 Wen, iniddep kon ti silaw.
 Ininom ti ubingen ti gatas?
 S3 Saan, saan pay nga inom ti ubing ti kape.
 Kdp.

Repeat the exercise using either the infinitive form or the progressive form of the verb.

- #2 M1 Saan mo pay a dinait ti pantalon?
 M2 Saan man, dinait kon ti pantalon.
 Saan, saan ko pay a dinait ti pantalon.
 C1 Saan mo pay a dinait ti pantalon?
 Saan man, dinait kon ti pantalon.
 C2 Saan mo pay a dinait ti pantalon?
 Saan, saan ko pay a dinait ti pantalon.

24.12 Question and Answer Drill. Ask and answer wen/saan negative questions. Use any form of the -en verb and use the particles -en/-n 'already' and pay 'yet'.

- S1 Saan yo pay a buloden ti tugaw?

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- S₂ Saan man, buloden min ti tugaw.
Saan pay a ginatang ni Ben ti kotse?
- S₃ Saan, saan pay a ginatang ni Ben ti kotse.
Saan na pay a toktokaren ti biolin?
- S₄ Saan man, toktokaren nan ti biolin.
Kdp.

24.13 Cumulative Activity. Break up into smaller groups of twos or threes and prepare a dialogue using as many of your new structures as possible.

VOCABULARY

amarilyo	yellow
asul	blue
berde	green
derosas	pink
gitara	guitar
itik-itik	a Philippine folk dance imitating the movements of a duckling
naimas	delicious
nalabaga	red
programa	program
sida	fish, viand

LESSON TWENTY-FIVE

(Maikaduapulo ket Lima a Leksion)

i- verb (goal focus)

Particles: man (request
marker)
kano (quotative
marker)

25.1 Dialogue. (At the dining table)

Roy:	Iyawat mo ¹ man bassit ta asin, Ben.	Please pass the salt, Ben.
Ben:	Ited mo man kenkuana, John.	Will you pass it to him, John?
John:	Ne, addaytoy.	Here it is.
Roy:	Dios ti agngina.	Thank you.

25.2 Repetition Drill.

Base

-ted	Ited ko ti/daytoy libro kenka.	I give this book to you.
-awat	Iyawat na ti/dayta lapis kenkuana.	He/She hands (gives) the/that pencil to him/her.
-pan	Ipan ni Juan ti/dayta papel idiyay.	John brings the/that paper there.
-subli	Isubli tayo ti/daydiay tugaw kadakuada.	Let us return the/that yonder chair to them.
-kabil	Ikabil yo ti/dayta kape dita lamisaan.	Put the coffee on the table.

25.3 Simple Substitution Drill.

Cue

awat
pan
subli
lako

Response

Model: Ited ko toy libro kenka.

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Cue

Response

Model: Ited ni Tom daytoy lapis kenkuana.

ko
mo
na
ta
tayo
mi
da
da Tom
ti ubing
dagiti ubbing

Model: Ited ni Juan ta surat kaniak.

kenka
kenkuana
kadata
kadatayo
kadakami
kadakayo
kadakuada
kenni Juan
kada Rico
iti ubing
kadagiti
ubbing

Model: Ipan mo daytoy papel idiay opisina.

dita kuarto
iti kahon

25.4 Transformation Drill. Teacher cues a verb base; S₁ gives a command; S₂ negates the command changing nouns to kaniak pronouns whenever applicable.

Cue

Command 1

Command 2

awat
'hand
over'

Iyawat mo dayta
papel kaniak

Saan mo nga iyawat dayta
papel kaniak.

LESSON TWENTY-FIVE

Cue	Command 1	Command 2
ted 'give'	Ited tayo daytoy tsokolate ubing.	Saan tayo nga ited daytoy tsokolate kenkuana.
pan 'take'	Ipan yo dagitoy libro kadakuada.	Saan yo nga ipan dagitoy libro kadakuada.
kabil	_____	_____
'put'	_____	_____
baga	_____	_____
'say'	_____	_____
subli	_____	_____
'return'	_____	_____

Vary the exercise by changing the word order like: Iyawat mo kaniak ta papel.

25.5 Question and Answer Drill. S₁ asks an ania ti question; S₂ gives a long response.

Question S₁

Ania ti ited mo kaniak?
 Ania ti ipan ta idiay opisina?
 Ania ti ikabil yo iti kahon?

Response S₂

Libro ti ited ko kenka.
 Papel ti ipan ta idiay opisina.
 Sapatos ti ikabil mi iti kahon.

Deletion Drill. For naturalness, answer the questions with the following shorter forms.

- | | | |
|-----------------------|-------------------|------------|
| (1) Libro ti ited ko. | (2) Daytoy libro. | (3) Libro. |
| (1) Papel ti ipan ta. | (2) Dagita papel. | (3) Papel. |

25.6 Conversion Drill. Convert the singular forms in the following questions to plural.

Singular

Ania ti ited mo kaniak?
 Ania ti ipan ni Juan kenkuana?

Plural

Ania dagiti ited yo kadakami?
 Ania dagiti ipan da Juan kadakuada?

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Singular

Ania ti ikabil ko iti
lamisaan?

Ania ti isubli na kenka?

Ania ti ibagam kenni Rosa?

Ania ti iyawat ko
kenkuana?

Plural

25.7 Repetition Drill.

Command

Iyawat mo dayta lapis.
'Hand over that pencil.'

Ibelleng mo daytoy.
'Throw this.'

Ibaga yo ti damag.
'Tell the news.'

Isurat tayo ti nagan na.
'Let's write his/her
name.'

Ited ta ti kartib.
'Let's give the scissors.'

Request

Iyawat mo man dayta lapis.
'Please hand over that pencil.'

Ibelleng mo man daytoy.
'Please throw this.'

Ibaga yo man ti damag.
'Please tell the news.'

Isurat tayo man ti nagan na.
'Let us please write his/her
name.'

Ited ta man ti kartib.
'Let us please give the scissors.'

25.8 Transformation Drill. Change the following commands to requests.

Command

Isurat mo ti nagan mo.

Ited tayo ti bola kenkuana.

Idulin yo ti libro yo.

Ipan mo daytoy sida idiyay.

Request

25.9 Repetition Drill. The indirect command or request.

Isurat mo man kano
ti nagan mo.

Ited tayo man kano
ti bola.

Idulin yo man kano
ti libro yo.

Ibati tayo kano ti
tsinelas tayo.

Ibato ta kano ti bola.

Somebody requests that you write
your name.

Somebody requests that we give the
ball.

Somebody requests that you keep
your books.

Somebody commands that we leave
our slippers (behind).

Somebody commands that we throw
the ball.

LESSON TWENTY-FIVE

25.10 Transformation Drill. Change the following commands or requests to indirect forms.

Ibelleng mo daytoy basura idiay.
 Idulin yo dagiti daan a peryodiko.
 Ited tayo dagitoy papel kadakuada.
 Ipan tayo man dagitoy mangga dita.
 Irikep tayo man ti ruangan.

25.11 Sentence Formation-Transformation Drill. Teacher cues a verb base; S₁ gives a command; S₂ changes it to a request; S₃ changes the request to its indirect form.

Cue		Response
dulin	S ₁	Idulin mo ti librom.
	S ₂	Idulin mo man ti librom.
	S ₃	Idulin mo man kano ti librom.
rikep		_____

bati		_____

bato		_____

baga		_____

awat		_____

surat		_____

25.12 Expansion Drill. Modify the nouns with adjectives and attributes. S₁ gives a statement; S₂ expands.

Ited mo kenkuana daytoy libro.	Ited mo kenkuana daytoy dakkal a librok.
Ikabil ko daytoy lapis iti lamisaan.	Ikabil ko daytoy atiddog a lapis iti lamisaan ni Maria.

ILOKANO LESSONS

#1 M₁ Ania ti ar-aramidem? What are you doing?

M₂ Isubsublik ti I'm returning the
makinilya. typewriter.

C Ania ti ar-aramidem?
Isubsublik ti
makinilya.

25.13 Repetition Drill. The progressive form of the verb.

isurat	-	isursurat	ibelleng	-	ibelbelleng
ited	-	it-ited	ipan	-	ip-ipan
idulin	-	iduldulin	irikep	-	irikrikep
iyawat	-	iyaw-awat			

25.14 Substitution Drill.

Cue	Model:	Response
ited	Iyaw-awat ni Juanito ti libro.	_____
isubli		_____
ipan		_____
idulin		_____
isurat		_____
iyawat		_____

25.15 Sentence Formation Drill. Teacher gives the verb bases; students form sentences in the progressive form.

Cue	e.g.	Response
-ted	It-ited ko daytoy kahon kenka.	_____
-pan		_____
-subli		_____
-awat		_____
-surat		_____
-baga		_____
-kabil 'put'		_____

25.16 Question and Answer Drill using ania ti ____.

LESSON TWENTY-FIVE

Question

Ania ti ar-aramidem?
Ania ti ar-aramiden yo?

Response

It-ited ko toy libro kenni Maria.
Isubsubli mi daytoy lapis.

25.17 Repetition Drill. The past form of the verb.

Inrikep ko ti ruangan.
Insurom ti sala kenkuana.

I closed the door.
You taught the dance to him.

Imbelleng² ni Nena ti sida.

Nena threw the fish away.

Impan tayo daydiay tugaw kenni Juan.

We took the chair to John.

25.18 Command-Question and Answer Drill. Teacher gives command. S₁ follows the command. Teacher asks: Ania ti inaramid mo? 'What did you do?' S₁ answers using the past form in-. Vary the exercise by asking a member of the class the question: Ania ti inaramid ni _____/na?

T Ited mo daytoy papel kenni John.

S₁ Acts.

T Ania ti inaramid mo?

S₁ Inted ko daydiay papel kenni John.

T (Addressing S₂) Ania ti inaramid ni (name of S₁)?

S₂ Inted ni (name of S₁) daydiay papel kenni John. or

Inted na daydiay papel kenni John.

Continue in the same manner with the following commands.

Ipan mo dayta libro dita lamisaan.

Iyawat mo kaniak dayta lapis.

Isubli tayo daytoy lamisaan idiy opisina.

Ikabil mo dayta lapis mo ditoy tugaw ko.

Ibagam ti oras iti klase.

Iyeg mo kaniak dayta librom.

Vary the exercise by having the members of the class give the commands, ask the questions, and give the answers with minimum assistance from the teacher.

25.19 Supplemental Dialogue.

ILOKANO LESSONS

Sylvia:	Ilako yo kadi ta saba, Nana?	Will you sell those bananas, Aunt? ('Aunt', here, is a term of respect for non-relatives.)
Old Woman:	Wen, balasang ko.	Yes, my girl.
Sylvia:	Ibaba yo ³ man ngarud.	Please put them down.
	Mano ti sangasapad?	How much is a bunch?
Old Woman:	Singkuenta laeng.	Fifty centavos only.
Sylvia:	Nagnginan! Awan tawar nan, Nana?	That's too expensive. Can't you lower the price, Aunt?
Old Woman:	Ited ko kenka iti kuarenta.	I'll give it to you for forty (centavos).
Sylvia:	Ala wen. (to a boy) Ipanmo man bassit daytoy idia balay, barok.	All right. (to a boy) Please take this to the house, son. ('Son', here, is an affectionate term used for non-relatives.)

VOCABULARY

addaytoy	contraction of <u>adda</u> <u>ditoy</u> 'Here it is.'
asin	salt
kahon	box
kano	it is said (quotative marker)
ibaga	to tell (something)
ibati	to leave (something) behind
ibato	to hurl (something)
ibelleng	to throw (something) away
ikabil	to put (something) (somewhere)
idulin	to keep (something)
ipan	to take (something) to a place
irikep	to close (something like a door or a window)
isubli	to return (something)
isurat	to write (something)
isuro	to teach (something or someone)
ited	to give (something)
iyawat	to hand (something) over
makinilya	typewriter

LESSON TWENTY-FIVE

nangina expensive

LESSON TWENTY-SIX

(Maikaduapulo ket Innem a Leksion)

Adda/ Adda/Awan + N + / ka pronoun / ni/
 Awan: ti
 Adda/Awan + / ko pronoun / ni/ti

26.1 Dialogue.

Situation: A PCV is asked
 about his family.

Antonio:	Adda kakabsat mo?	Do you have brothers and sisters?
J. Brown:	Wen, adda.	Yes, I have.
Antonio	Mano da?	How many are they?
J. Brown:	Tallo da.	They are three.
Antonio	Ayanu da?	Where are they?
J. Brown:	Idiay Los Angeles.	They are in Los Angeles.

26.2 Repetition Drill. The use of adda 'possession of' and awan 'non-possession of'.

Adda aso ken pusa tayo.	We have a dog and a cat.
Adda basi da.	They have <u>basi</u> (native wine)
Adda singsing na.	She/He has a ring.
Adda pitakak.	I have a wallet.
Adda nuang ni Rico.	Rico has a carabao.
Awan aso ken pusa tayo.	We have neither a dog nor a cat.
Awan basi da.	They have no <u>basi</u> .
Awan singsing na.	She/He has no ring.
Awan pitakak.	I have no wallet.
Awan nuang ni Rico.	Rico has no carabao.

26.3 Simple Substitution Drill.

Cue

Response

Model: Adda aso ni Pedro.

LESSON TWENTY-SIX

Cue	Response
pusa	_____
balay	_____
singsing	_____
relo	_____
kabsat	_____

	Model:	Awan pusa da.
singsing		_____
medias		_____
sapatos		_____
aso		_____

	Model:	<u>Awan</u> kabsat <u>ko</u> .
mo		_____
na		_____
ta		_____
tayo		_____
mi		_____
yo		_____
da		_____
ni Carlos		_____
da Ramon		_____
ti ubing		_____
dagiti ubbing		_____

26.4 Sentence Formation and Conversion Drill. Teacher cues a noun; S₁ uses it with adda; S₂ replaces adda with awan and changes the noun possessor into a pronoun whenever applicable.

Cue	Response 1	Response 2
pusa	Adda pusak.	Awan pusak
singsing	Adda singsing ni Alice.	Awan singsing na.
aso	_____	_____
kabsat	_____	_____
asawa	_____	_____
nuang	_____	_____
relo	_____	_____
pitaka	_____	_____

ILOKANO LESSONS

26.5 Transformation and Question-Answer Drill. Teacher gives a statement with adda; S₁ converts it to a question; S₂ answers with a long response in the affirmative.

Statement	Question	Response
Adda aso daydiay ubing.	Adda aso daydiay ubing?	Wen, adda aso na.
Adda kabsat mo.	Adda kabsat mo?	Wen, adda kabsat ko.
Adda asawa ni Tomas.	Adda asawa ni Tomas?	Wen, adda asawa na.
Adda pusa tayo.	Adda pusa tayo?	Wen, adda pusa tayo.
Adda singsing yo.	Adda singsing yo?	Wen, adda singsing mi.
Adda libro da.	Adda libro da?	Wen, adda libro da.

For additional vocabulary, see clothes and accessories for men and women, Appendix E, Section O.

26.6 Question and Answer Drill. S₁ asks adda questions; S₂ answers with short responses in the affirmative.

Question	Response
Adda singsing mo?	Wen, adda./Adda.
_____	_____
_____	_____
_____	_____

26.7 Follow the instructions in 26.5 but answer with a long answer in the negative.

Statement	Question	Response
Adda aso daydiay ubing.	Adda aso daydiay ubing?	Awan, awan aso daydiay ubing.
_____	_____	_____
_____	_____	_____
_____	_____	_____

26.8 Question and Answer Drill. S₁ asks a question; S₂ answers with short negative responses.

LESSON TWENTY-SIX

	Question		Response
S1	Adda singsing mo?	S2	Awan.
	_____		_____
	_____		_____

26.9 Transformation and Question-Answer Drill. Teacher gives a statement with awan; S1 converts it to a question; S2 answers with a long response in the affirmative using a possessive pronoun.

Statement	Question	Response
Awan kabsat mo.	Awan kabsat mo?	Adda, adda kabsat ko.
Awan aso ni Juan.	Awan aso ni Juan?	Adda, adda aso na.
Awan singsing ta.	Awan singsing ta?	Adda, adda sing sing ta.
Awan asawa ti maestra yo.	Awan asawa ti maestra yo?	Adda, adda asawa na.
Awan pusa tayo.	Awan pusa tayo?	Adda, adda pusa tayo.
Awan papel da.	Awan papel da?	Adda, adda papel da.

26.10 Question and Answer Drill. Ask one another awan questions. Give short affirmative responses.

	Question		Response
S1	Awan papel yo?	S2	Adda.
	_____		_____
	_____		_____

26.11 Follow the instructions in 26.9 but answer with a long response in the negative.

Statement	Question	Response¹
Awan kabsat mo.	Awan kabsat mo?	Awan, awan kabsat ko.
Awan singsing ni Maria.	Awan singsing ni Maria?	Awan, awan singsing na.
Awan asawa na.	_____	_____
Awan pusa yo.	_____	_____
Awan aso ta.	_____	_____

ILOKANO LESSONS

Statement	Question	Response ¹
Awan sapatos mi.	_____	_____

26.12 Question and Answer Drill. Ask one another awan questions. Give short negative responses.

Question	Response
S1 Awan sapatos yo?	S2 Awan.
_____	_____
_____	_____
_____	_____

26.13 Chain Drill. Students ask adda and awan questions. Answers should be complete and according to fact.

Pattern 1:	S1 Adda kabsat mo?	
	S2 Wen, adda kabsat ko.	Adda lapis mo?
	S3 Awan, awan lapis ko.	
Pattern 2:	S1 Awan asom?	
	S2 Awan, awan asok.	Awan nuang mo?
	S3 Adda, adda nuang ko.	

26.14 Repetition Drill. The use of adda 'presence of' and awan 'absence of'.

Adda ak iti kuarto.	I am in the room.
Adda ka iti kosina.	You are in the kitchen.
Adda ta iti likod ti balay.	We are behind the house.
Adda tayo iti baba ti agdan.	We are (literally: below) the stairs.
Adda ni Pat iti ruar ti simbaan.	Pat is outside the church.

Substitute awan for adda in the above sentences.

26.15 Substitution Drill.

Cue	Response
	Model: Adda ni Maria iti balay.
balkon 'porch'	_____
salas 'living room'	_____

LESSON TWENTY-SIX

Cue	Response
komedor 'dining room'	_____
kosina 'kitchen'	_____
Model:	
	Adda ni Juan iti uneg ti eskuela. 'John is inside the schoolhouse.'
ruar 'outside'	_____
abay 'beside'	_____
baba 'below'	_____
tengnga 'middle'	_____
asideg 'near'	_____
laud 'west'	_____

Substitute awan for adda in the above sentences.

26.16 Substitution Drill. Replace iti with a locative in the sentences above (exercise 26.15).

e.g. Adda ni Maria idiay balay.
Adda ni Maria dita balkon.

26.17 Exercise. Teacher cues a preposition; student gives a sentence using adda or awan.

Cue	Response
abay	Adda ni Maria iti abay ti balay.
uneg	Awan ak iti uneg ti eskuela.
baba	_____
tengnga	_____
asideg	_____
ruar	_____
daya	_____

- | | | | |
|----|----------------|-----------------------------------|------------------|
| #1 | M ₁ | Ayan mo? | Where are you? |
| | M ₂ | Adda ak ditoy kuarto. | I'm in the room. |
| | C | Ayan mo?
Adda ak ditoy kuarto. | |

ILOKANO LESSONS

26.18 Substitution Drill.

Cue

Model:

Response

Ayan ko?

mo

na

ta

tayo

ni Juan

da Juan

ti babai

dagiti babbai

Model:

Adda ak ditoy kuarto.

salas

kosina

komedor

balkon

sirok 'ground space under the house'

26.19 Chain Drill.

Pattern: S₁ Ayan ni Maria?

S₂ Adda dita kosina.

Substitute on the underlined items.

26.20 Question and Answer Drill. S₁ asks an ayan question; S₂ answers with a prepositional phrase or a locative. Consult Appendix E, Section L for additional vocabulary.

Question

Response

Ayanna ni Juan?

Adda iti sango ti balay.

Ayan yo?

Adda kami ditoy.

Ayanna ti kahon?

Adda iti uneg ti bodega.

Use pictures to do the above exercise.

26.21 Chain Drill.

Pattern: S₁ Adda librom?

S₂ Adda.

LESSON TWENTY-SIX

S₁ Mano?

S₂ Dua.

S₁ Ayan da?

S₂ Addada iti uneg ti
kahon.

Try kabsat, pusa, and other words in place of libro.

26.22 Cumulative Activity.

- (1) With the use of a map, locate your town/city.
- (2) With the aid of a sand table, give the locations of the principal buildings on a campus or in a typical town.
- (3) Talk about the members of your family; what they have and where they are.
- (4) Talk about a picture showing the position of objects using adda and awan.

VOCABULARY

abay	beside
asideg	near, close by
awan	none
baba	down, below
balkon	porch
basi	rice wine
bodega	storehouse
komedor	dining room
kosina	kitchen
likod	in back of, behind
nuang	water buffalo
pitaka	wallet
pusa	cat
ruar	outside
sango	in front of
salas	living room
simbaan	church
singsing	ring
sirok	under
tengnga	center, middle
uneg	inside

LESSON TWENTY-SEVEN

(Maikaduapulo ket Pito a Leksion)

Review of Ilokano and Spanish loan numbers

Question	mano 'how many', 'how
Words:	much'
	sagmamano 'how many
	each'
	each' 'how much

27.1 Dialogue.

Situation: At the market.

Rita:	Nana, adda lako yo nga itlog ti pato?	Aunt, do you have duck eggs for sale? ('Aunt', here, is used as a term of respect for a non-relative.)
Seller:	Adda, balasang ko.	I have, my girl.
Rita:	Sagmamano? ¹	How much each (are they)?
Seller:	Sagkikinse. ²	Fifteen centavos each.
Rita:	Mano met ngay ti maysa a reppet ti utong?	And how much is a bunch of string beans?
Seller:	Treinta'y singko.	Thirty-five centavos.

27.2 Repetition Drill. The use of mano and sagmamano.

Mano ti maysa nga abokado?	How much is one avocado?
Sagmamano ti abokado?	How much each are the avocados?
Mano ti maysa a tarong?	How much is one eggplant?
Sagmamano ti tarong?	How much each are the eggplants?

LESSON TWENTY-SEVEN

Mano ti maysa a bangus?	How much is one milkfish?
Sagmamano ti bangus?	How much each are the milkfish?
Mano ti maysa a balut?	How much is one <u>balut</u> ?
Sagmamano ti balut?	How much each are the <u>balut</u> ?

27.3 Repetition Drill.

Sentimos ti maysa.	One centavo for one.
Sagsesentimos.	One centavo each.
Singkuenta ti maysa.	Fifty centavos for one.
Sagsisingkuenta.	Fifty centavos each.
Pisos ti maysa.	One peso for one.
Sagpipisos.	One peso each.
Dies pesos ti maysa.	Ten pesos for one.
Sagdidies pesos.	Ten pesos each.

27.4 Question and Answer Drill. Teacher gives cues; S₁ asks a mano question; S₂ answers. The first two numbers serve as the pattern.

<u>Cue</u>	<u>Response 1</u>	<u>Cue</u>	<u>Response 2</u>
mansanas	Mano ti maysa a mansanas?	twenty centavos	Beinte.
bangus	Mano ti maysa a bangus?	one-fifty	Uno singkuenta.
mais	_____	fifteen	_____
'corn'	_____	centavos	_____
tarong	_____	ten	_____
		centavos	
papaya	_____	twenty-five	_____
		centavos	
kamatis	_____	five	_____
		centavos	
manok	_____	two-fifty	_____

27.5 Question and Answer Drill. Repeat exercise 27.4 using sagmamano and sag + amount.

<u>Cue</u>	<u>Response 1</u>	<u>Cue</u>	<u>Response 2</u>
mansanas	Sagmamano ti mansanas?	twenty centavos	Sagbebeinte.

ILOKANO LESSONS

Cue	Response 1	Cue	Response 2
bangus	Sagmamano ti bangus?	one-fifty	Sagu-uno Singkuenta.
_____	_____	_____	_____
_____	_____	_____	_____

27.6 Repetition Drill. The use of units of measure and units of volume.

Mano ti maysa a ganta ti bagas?	How much is a ganta of rice?
Mano ti maysa a kilo ti pasayan?	How much is a kilo of shrimps?
Mano ti maysa a supot ti asukar?	How much is a bag of sugar?
Mano ti maysa nga atado ti kappo?	How much is one lot (a group) of clams?
Mano ti maysa a yarda ti tela?	How much is a yard of dress material?

27.7 Substitution Drill.

Cue	Model:	Response
balatong 'mongo beans'		Mano ti maysa a ganta ti bagas?
mais		_____
asin 'salt'		_____
	Model:	Mano ti maysa a kilo ti pasayan?
karne 'meat'		_____
karne ti baka 'beef'		_____
karne ti baboy 'pork'		_____
ikan		_____
pasayan		_____
repolyo 'cabbage'		_____
	Model:	Mano ti maysa a supot ti asukar?
arina 'flour'		_____
asin		_____

LESSON TWENTY-SEVEN

Cue	Response
	Model: Mano ti maysa nga atado ti kappo?
pasayan	_____
tarong	_____
parya 'bitter melon'	_____
	Model: Mano ti maysa a yarda ti tela?
tali 'rope'	_____
ribon 'ribbon'	_____
leys 'lace'	_____

27.8 Activity. Set up a market and "go to market". Some students act as sellers; others, buyers. Then, exchange roles.

#1	M1	Sagmamano ta ti lapis?	How many pencils do we each have?
	M2	Sagdudua. ³	Two each.
	C	Sagmamano ta ti lapis? Sagdudua.	

27.9 Substitution Drill.

Cue	Response
	Model: Sagmamano ta ti lapis?
tayo	_____
kayo	_____
da	_____
kami	_____
da Luz	_____
	Model: Sagmamano ta ti lapis?
bol pen	_____
kotse	_____
balay	_____
mata	_____
agong	_____
lapayag	_____

ILOKANO LESSONS

27.10 Repetition Drill.

saggaysa	one each
sagdudua	two each
saggatho	three each
saggapat	four each
saglilima	five each
sagnenem	six each
sagpipito	seven each
sagwawalo	eight each
sagsisiam	nine each
sagsasangapulo	ten each

27.11 Question and Answer Drill. Ask one another sagmamano 'how many each' questions.

- e.g S₁ Sagmamano ta ti ulo?
S₂ Saggaysa.
Sagmamano ta ti kuaderno?
S₃ Sagpipito.
Kdp.

27.12 Cumulative Activity. Break up into smaller groups of twos or threes. Prepare a dialogue using a variety of structures and vocabulary items.

VOCABULARY

abokado	avocado
arina	flour
asin	salt
asukar	sugar
atado	a lot, a portion
bagas	uncooked rice
balatong	mongo beans
balut	duck's egg with partially developed embryo
bangus	milkfish
kamatis	tomato
kappo	clam
karne	meat
karne ti baboy	pork
karne ti baka	beef

LESSON TWENTY-SEVEN

kilo	kilogram
ganta	ganta (a grain measure)
itlog	egg
lako	merchandise, wares; to sell
leys	lace
mais	corn
papaya	papaya
parya	bitter melon
pasayan	shrimps
pato	duck
repolyo	cabbage
reppet	bundle
ribon	ribbon
sag-	a prefix meaning 'each'
sagmamano	how much/many each
supot	paper bag
tali	rope, string
tarong	eggplant
tela	cloth, textile
utong	string beans
yarda	yard

LESSON TWENTY-EIGHT

(Maikaduapulo ket walo a Leksion)

The future

The future marker: -nto/-to/intono

Question word: kaano 'when'

Verbal nouns: panag- + base; iR base¹

Particles: ngata 'maybe'

sa 'I think so'

28.1 Dialogue.

Situation: A friend asks John his plans when he returns home.

Pedro:	Kaanonto ti panagawid mo idiyay Amerika?	When will you go home to America?
John:	Intono umay a tawen.	Next year.
Pedro:	Anianto ti aramidem intono adda kay idiyay?	What will you do when you are there?
John:	Agbasa ak to.	I'll study.
Pedro:	Saan kanto nga agtrabaho?	Won't you work?
John:	Saan man.	Yes, I will.
Pedro:	Agkasar kanto pay ngatan?	You'll get married, perhaps?
John:	Saan ta ubing ak pay.	No because I'm still young.

28.2 Repetition Drill. Question word kaano + panag + base + ko pronoun.

Question

Kaano ti panagsurat yo?²
'When will you write?'
Kaano ti panagkanta tayo?
'When will we sing?'
Kaano ti panag luto ni Ana?
'When will Ana cook?'

Answer

Intono bigat.
'Tomorrow.'
Intono rabii.
'Tonight.'
Intono madamdama.
'Later.'

LESSON TWENTY-EIGHT

Question

Kaano ti panagbasa da?
 'When will they read?'
 Kaano ti panagdalo yo?
 'When will you clean?'

Answer

Intono malem.
 'This afternoon.'
 Intono aldaw.
 'This noon.'

28.3 Substitution Drill.

Cue

Model:

Response

Kaano ti panagbasa ni Pedro?

surat
 kanta
 punas
 luto
 dalus

Model:

Kaano ti panaglutok?

mo
 na
 ta
 mi
 tayo
 yo
 da
 ni Nanang
 da Fidel
 dagiti babбай

Intono bigat.

_____ malem.

_____ lunes.

_____ umay a bulan.

_____ sumaruno nga aldaw.

_____ lawas na.

_____ alas singko.

_____ madamdama.

_____ kua.

On Monday.

Next month.

Next day.

Next week.

At 5 o'clock.

By and by./Later.

indefinite future time

28.4 Substitution Drill. Teacher cues the verb base for the question and the time expression in English for the response; S1 asks a question with kaano; S2 answers with intono.

ILOKANO LESSONS

Cue	Question	Cue	Response
basa	Kaano ti panagbasam?	this afternoon	Intono malem.
luto	_____	Thursday	_____
punas	_____	by and by	_____
surat	_____	indefinite future tense	_____
kanta	_____	8:00 p.m.	_____
dait	_____	next month	_____

28.5 Repetition Drill. The question and the answer in the future may also be stated this way.

Question	Answer
Inton ano ti panagbasam? 'When will you read?'	Intono ³ madamdama.
Inton ano ti panagsurat tayo? 'When will we write?'	Inton Lunes.
Inton ano ti panagdait mo? 'When will you sew?'	No umay a bulan.

28.6 Chain Drill. S₁ asks a kaano or inton ano question; S₂ answers with intono/inton/no + time expression. Consult your vocabulary list for bases and for time expressions.

S₁ Kaano ti panagbasam?

S₂ Intono bigat.

Kaanonto ti panagsurat mo?

S₃ Inton madamdama.

Inton ano ti panagkanta da?

S₄ No malem.

28.7 Expansion Drill. Follow the pattern below. S₁ asks a kaano question; S₂ adds an object; S₃ adds a locative word or phrase; S₄ answers. (You may consult Appendix E for more words.)

Question: S₁ Kaano ti panagbasa tayo?

Expansion: S₂ Kaano ti panagbasa tayo iti istorya?

S₃ Kaano ti panagbasa tayo iti istorya ditoy klase?

LESSON TWENTY-EIGHT

Answer: S4 Intono/Inton/No bigat.

28.8 Some verbs are also nominalized with the affix iR base; e.g., ipapan. Go through exercises 28.3-28.7 with these bases.

- pan	ipapan ⁴	- umay	iyuumay
- awat	iyaawat	- dawat	idadawat
- subli	isusubli	- tulong	itutulong
- gatang	igagatang		

28.9 Repetition Drill. The future marker -nto/-to + intono with the ag- and -um- verbs and the -en and i- verbs.

Agsurat akto intono rabii.	I will write tonight.
Agbasa kayto intono malem.	You will read this afternoon.
Uminom tanto intono alas tres.	We will drink at 3:00.
Dumawat kayonto iti papel intono madamdama.	You will ask for paper by and by.
Labaam to dagiti badok intono bigat.	You will wash my dresses tomorrow.
Daitento ni Maria toy pantalon ko intono umay a bulan.	Maria will sew my pants next month.
Iyegto ni Carlos daydiay libro na intono Lunes.	Carlos will bring his book on Monday.
Ited konto daytoy kenka intono alas kuatro.	I will give this to you at 4:00.

28.10 Sentence Formation Drill. Teacher cues verb bases and verb forms; students form sentences in the future. They may choose their time expressions.

Cue	Response
gatang	Gumatang akto iti libro intono bigat. ⁵
(-um-)	
" (-en)	Gatangekto daydiay medias intono madamdama.
luto (-en)	_____
punas (i-)	_____
" (ag-)	_____
dait (ag-)	_____
" (-en)	_____
" (i-)	_____

ILOKANO LESSONS

Cue

laba (ag-)

Response

28.11 Question and Answer Drill with adda + papanan + ko pronoun or a ni/ti phrase and the future marker. S₁ asks a question; S₂ answers. S₂ asks the next question, S₃ answers, etc.

S₁ Adda papanan yo intono bigat?

S₂ Adda/Awan.

S₂ Adda papanam intono aldaw?

S₃ Adda/Awan.

Use adda with the -en and i- verbs + the future marker.

Question

S₁ Adda basaen yo intono bigat?

Response

S₂ Adda/Awan.

S₂ Adda iyeg da intono madamdama?

S₃ Adda/Awan.

28.12 Question and Answer Drill with ania + ti kayat.

Question

S₁ Ania ti kayat monto a sida
intono bigat?

Response

S₂ Ikan. 'Fish.'

S₂ Ania ti kayat danto nga
aramiden intono Lunes?

S₃ Agay-ayam danto.
'They will play.'

28.13 Question and Answer Drill.

(1) S₁ asks ania ti aramid + -en + to + intono; S₂ answers.

Question

S₁ Ania ti aramidemto
intono bigat?

Response

S₂ Agbasa akto (intono bigat).

S₂ Ania ti aramiden
yonto intono malem?

S₃ Labaan minto dagiti
badbado mi (intono malem).

LESSON TWENTY-EIGHT

(2) Variation Drill. Use no in place of intono in the preceding sentences. Answer in short responses.

Question

Ania ti aramidemto no bigat?

Response

Agbasa akto.

28.14 Transformation Drill. S₁ gives an affirmative statement; S₂ converts it to the negative.

Affirmative

Agsurat akto kenka intono bigat.

Agdaitto ni Maria iti bado na no malem.

Negative

Saan akto nga agsurat kenka intono bigat.

Saanto nga agdait ni Maria iti bado na no malem.

28.15 Substitution Drill. Replace saan in the negative sentences in 28.14 with di-.

Diakto agsurat kenka intono bigat.

Dinto agdait ni Maria iti bado na intono malem.

28.16 Question and Answer Drill. Wen/Saan questions. S₁ asks a negative or affirmative question; S₂ answers either in the negative or affirmative in this manner:

Question

Lutuem to daytoy karne intono rabii?

Saan nga agbasa ni Jose intono malem?

Response

Wen, lutuekto./Saan, diakto lutuen.

Saan man, agbasanto./Saan, dinto agbasa.

28.17 Chain Drill. Use of ngata 'maybe'; sa 'I think so'.

Pattern 1: S₁ Saan ak nga aglaba intono bigat.

S₂ Kaanonto ngarud ti panaglabam?

ILOKANO LESSONS

S1 Intono lawasna ngata. 'Next week maybe.'

Pattern 2: S1 Umay kanto intono bigat?

S2 Wen sa. 'Yes, I think so.'

28.18 Repetition Drill. The use of ngata 'do you think' in questions.

Umay da ngata intono bigat?	Do you think they're coming tomorrow?
Agtokar ngata ni Ben iti biolin intono bigat?	Do you think Ben will play the violin tomorrow?
Agpyano ngata ni Rosa intono madamdama?	Do you think Rosa will play the piano later?

28.19 Question and Answer Drill. Ask questions similar to those in exercise 28.18 (with ngata). Possible answers are:

Wen ngata.	Yes, maybe.
Wen sa.	Yes, I think so.
Saan sa.	No, I don't think so.

Question

Agbasa ka ngata intono madamdama?
Aglinis tayo ngata iti balay intono Lunes?
Bumulod da ngata iti martilyo?

Response

Wen ngata.
Wen sa.
Saan sa.

28.20 Question and Answer Drill. Base + -nto/ -to to show a certain degree of uncertainty of the future; absence of the future marker shows certainty.

Certain

Umay
Agbasa
Agtaray kami

Uncertain

Umayto
Agbasanto
Agtaray kaminto

Practice with other bases.

28.21 Repetition and Question-Answer Drill with the base + -nto/-to to show uncertainty of the future.

LESSON TWENTY-EIGHT

Question

Agbasa kayonto?
Agsurat danto?
Saan tanto nga agluto?
Saanto nga agbasa ni Jose?

Response

Wento/Saan.
Wento/Saan.
Wento/Saan. Saanto man.
Saanto man/Wen, saan.

Practice with other bases.

28.22 Chain Drill. Substitute other words for the underlined ones.

S1 Umay kanto?

S2 Kaano?

S1 Intono bigat.

S2 Saan sa a mabalin.

S1 Apay?

S2 Adda papanak.

28.23 Cumulative Practice.

(1) Tell about your plans when you get to the Philippines.

(2) Tell about your plans when you get back home.

(3) Write about (1) and (2) to a friend.

28.24 Supplemental Dialogue.

Sandra:	Kaanonto ti panageksomen tayo?	When shall we have our examinations?
Cecile:	Intono umay a domingo (lawasna).	Next week.
Sandra:	Iti bigat wenno malem?	Morning or afternoon?
Cecile:	Bigatto ngata.	Morning, maybe.
Sandra:	Saan tayonto nga umay iti malemen?	Shall we not come in the afternoon anymore?
Cecile:	Saan man.	Oh yes, we will.

VOCABULARY

agawid to go home

ILOKANO LESSONS

lawas	week
madamdama	later
ngata	perhaps, maybe
panagawid	one's going home
sa	expression of doubt: 'I think' as in 'I think it's red.'
saanto man	Yes, indeed (future)
singko	five, nickel
subli	return
sumaruno	next
tawen	year
umay	to come

LESSON TWENTY-NINE

(Maikaduapulo ket Siam a Leksion)

The ag-verb: The past, past and present progressive forms; expansions with the use of time and locative expressions

Linker: no 'if, when, while, provided'

Time marker: idi, itay

29.1 Dialogue.

Nena:	Nagpasiar ni Apo Padi ditoy itay bigat.	The Rev. Priest came here this morning.
Rosa:	Ket...	And...
Nena:	Agmimiting tayo kano no kayat yo.	He said we'll have a meeting if you want to.
Rosa:	Ania kano ti mitingen tayo?	What did he say we'd meet for?
Nena:	Daydiay maipanggep ti panagkanta tayo idia y simbaan tono Domingo.	About our singing in church on Sunday.

29.2 Repetition Drill. Review of the present progressive form of the ag- verb.

Base

tugaw	Agtugtugaw ka dita.	You are sitting there.
kanta	Agkankanta kami iti <u>Manang Biday</u> .	We are singing <u>Manang Biday</u> .
idda	Agid-idda ni Jose.	Jose is lying down.
sala	Agsalsala da.	They are dancing.
ay-ayam	Agay-ayam dagiti ubbing.	The children are playing.
buya	Agbuybuya tayo iti TV.	We are watching TV.
adal	Agad-adal iti pyano daydiay anak na.	His/Her child is studying piano.

29.3 Sentence Formation Drill. Teacher cues the verb base; student forms a sentence using the present progressive form.

ILOKANO LESSONS

Cue ¹	Response
kanta	Agkankanta dagiti PCV.
surat	_____
idda	_____
sala	_____
ay-ayam	_____
buya	_____
adal	_____

29.4 Expansion Drill. Add an object or a locative to sentences similar to those in 29.2. S₁ gives the statement; S₂ expands.

Statement	Expansion
Aglutluto ni Maria.	Aglutluto ni Maria iti karne.
Agbuybuya ak.	Agbuybuya ak iti TV.
Agsursurat da.	Agsursurat da kenni Juan.
Agad-adal kami.	Agad-adal kami ditoy laybrari.
_____	_____
_____	_____

29.5 Expansion Drill. Add ita 'now' or itatta 'right now' to sentences expanded as in 29.4.

Agbasbasa ni Juan iti leksion na itatta.
 Agkankanta da iti Pamulinawen ita.
 Agay-ayam da idiay kalsada ita.

29.6 Transformation Drill. Convert affirmative statements to the negative. S₁ gives the affirmative; S₂ converts it to negative.

Affirmative	Negative
Agbasbasa ni Juan.	Saan nga agbasbasa ni Juan.
Agay-ayam da Jose ken Pedro.	Saan nga agay-ayam da Jose ken Pedro.
Agsursurat da.	Saan da nga agsursurat.
_____	_____
_____	_____

29.7 Question and Answer Drill. S₁ asks a negative or affirmative question; S₂ gives an appropriate response.

LESSON TWENTY-NINE

Question

Agtartaray ni Jose?

Saan nga agkankanta
dagiti ubbing?

Response

Wen, agtartaray./Saan,
agtug-tugaw.

Saanman, agkankanta da./Saan,
agbasbasa da.

29.8 Expansion and Question-Answer Drill. The use of no 'if, when, while, provided' to join two clauses. S₁ asks a question; S₂ answers in the negative: saan, di- + ____.

Example:

Q Agkankanta ka no
aglutluto ka?

Are you singing while you are
cooking? (Do you sing when
you cook?)

R Saan, diak
agkankanta no
aglutluto ak.

No, I'm not singing when I'm
cooking. (No, I don't sing when
I cook.)

Q Aagsigsigarilyo da no
agtrabtrabaho da?

R Saan, dida
aagsigsigarilyo no
agtrabtrabaho da.

29.9 Repetition and Substitution Drill. Time expressions showing regular intervals or habitual action.

Agbasbasa ak nga inaldaw.

_____ inoras.

_____ a binigat.

_____ minalem.

_____ rinabii.

_____ binulan.

_____ linawas/dinomingo.

_____ dinomingo.

_____ tinawen.

I read every day.

_____ hour.

_____ morning.

_____ afternoon.

_____ evening.

_____ month.

_____ week.

_____ Sunday.

_____ year.

Agbasa ak iti bigat.

_____ malem.

_____ aldaw.

I read in the morning.

_____ in the afternoon.

_____ at noon.

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_____ rabii.

_____ in the evening.

29.10 Translation Drill. Teacher gives a sentence in English; student translates it into Ilokano.

English

I'm playing every day.

(I play every day.)

She is cooking every night.

(She cooks every night.)

We are sewing every afternoon.

(We sew every afternoon.)

They are reading every morning.

(They read every morning.)

Ilokano

Agay-ayam ak nga inaldaw.

Aglutluto nga rinabii.

Agdadait kami nga minalem.

Agbasbasa da nga biniget.

29.11 Question-Answer and Expansion Drill. S₁ asks an ania ti ar-aramiden question; S₂ answers; S₃ adds an object and/or a locative to the answer; S₄ adds a time expression.

- Example: S₁ Ania ti ar-aramiden ni Juan?
S₂ Agbasbasa ni Juan.
S₃ Agbasbasa ni Juan iti leksion na./Agbasbasa ni Juan idiay laybrari./
Agbasbasa ni Juan iti leksion na idiay laybrari.
S₄ Agbasbasa ni Juan iti leksion na idiay laybrari nga inaldaw.

29.12 Comprehension-Response Drill. After S₄ says the last complete sentence, students ask sino, ania, sadino, and kaano questions about it; others answer.

Example: Agbasbasa ni Juan iti leksion na idiay laybrari nga inaldaw.

- Q Sino ti agbasbasa?
R Ni Juan.
Q Ania ti basbasaen na?
R Ti leksion na.
Q Sadino ti pagbasbasaan na?

LESSON TWENTY-NINE

R Idiyay laybrari.
 Q Kaano ti panagbasa na?
 R Inaldaw.

29.13 Substitution Drill. Use the following bases in the progressive form to tell about the natural elements.

Base	Sentence	
tudo 'rain'	Agtudtudo.	It is raining.
angin 'wind'	Agang-angin.	The wind is blowing.
kimat 'lightning'	_____	_____
gurruod 'thunder'	_____	_____
arbis 'drizzle'	_____	_____
init 'sun, sunshine'	_____	_____

29.14 Expansion Drill. Add a time expression and a locative to the sentences in the preceding exercise.

Agtudtudo ita ditoy.
 Agang-angin a binigat idiyay.
 Agtudtudo nga inaldaw idiyay Pepeekoo.

29.15 Review of the past form of the ag- verb. Teacher cues the verb base; student forms a sentence in the past.

Cue	Response
basa	Nagbasa daydiay ubing.
idda	_____
ay-ayam	_____
buya	_____
dait	_____
adal	_____

29.16 Question and Answer Drill. The use of ania + ti inaramid? S1 asks the question; S2 answers.

Question	Response
Ania ti inaramid mo?	Nagkanta ak.
Ania ti inaramid na?	Nagay-ayam.
Ania ti inaramid da?	Nagsurat da.
Ania ti inaramid ti maestra?	Nagbasa.

ILOKANO LESSONS

29.17 Question and Answer Drill. S₁ asks a sino question; S₂ answers.

Question

Sino ti nagsurat?
Sino ti nagdait?
Sino ti nagay-ayam?

Response

Siak.
Ni Maria.
Dakami.

29.18 Repetition Drill. Past time expression markers: itay 'recent past' and idi 'remote past'.

Nagsurat ak itay.
Nagdait tayo itay bigat.
Nagbasa da itay alas tres.

Nagluto kami idi kalman.
Naglangoy dagiti ubbing idi Domingo.
Nagkanta kayo idi rabii.

I wrote a while ago.
We sewed this morning.
They read (past) at 3 o'clock.
We cooked yesterday.
The children swam last Sunday.
You sang last night.

29.19 Simple Substitution Drill.

Nagbasa da itay malem.

_____ bigat.
_____ alas singko.
_____ napan a tawen.
_____ kua.

_____ nabiit.
Nagkanta kami idi kalman.
_____ rabii.
_____ Lunes.
_____ naminsan nga aldaw.

They read (past) this afternoon.
_____ this morning.
_____ at 5 o'clock.
_____ last year.
_____ at (indefinite past time).
_____ recently.
We sang yesterday.
_____ last night.
_____ Monday.
_____ the other day.

29.20 Expansion Drill. S₁ gives a sentence. Teacher cues itay or idi; S₂ repeats the statement and adds the cued word + a time expression.

Sentence

Nagay-ayam da.

Cue

idi

Expansion

Nagay-ayam da idi kalman.

LESSON TWENTY-NINE

Sentence	Cue	Expansion
Nagdait ak.	itay	Nagdait ak itay bigat.
_____	_____	_____
_____	_____	_____

29.21 Expansion and Transformation Drill. Add an object, a locative, and a time expression to the statement. S₁ gives a statement; S₂ adds a receiver or locative or both; S₃ converts it to a negative statement.

Statement S₁	Expansion S₂	Transformation S₃
Nagkanta da.	Nagkanta da idiy eskuela idi kalman.	Saan da a nagkanta idiy eskuela idi kalman.
Nagdait kami.	Nagdait kami iti bado mi itay bigat.	Saan kami a nagdait iti bado mi itay bigat.
_____	_____	_____
_____	_____	_____

29.22 Question and Answer Drill. Wen/Saan questions. Students ask and answer questions. Teacher controls both question and answer by cueing 'negative/affirmative'.

Cue		
aff.	Nagay-ayam ta idi kalman?	Wen/Saan.
neg.	Saan tayo a nagkanta idi Lunes?	Saan man/Saan.
_____	_____	_____
_____	_____	_____

29.23 Comprehension and Response Drill. S₁ gives expanded affirmative sentences similar to 29. 21. Students ask sino, sadino, and kaano questions based on the sentence.

Example: Nagtrabaho kami idiy eskuela itay bigat.

Q	Sino ti nagtrabaho?
R	Dakami
Q	Sadino?
R	Idiy eskuela.
Q	Kaano?
R	Itay bigat.

ILOKANO LESSONS

29.24 Question and Answer Drill. Students may consult Appendix E, Section W for more bases.

Examples: Question

Ania dagiti inaramid mo itay bigat?

Response

Nagdigos ak.
labar____
sipil yo____
sagaysa____

Ania dagiti inaramid mo idi rabii?

Nagkanta ak.
pasyar____

Ania dagiti inaramid mo idi Lunes?

Nagbasa ak.
surat____

29.25 Chain Drill. Follow this pattern and use other bases.

S1 Nagbuya ka iti sine idi rabii?

S2 Saan.

S1 Ania ngarud iti inaramid mo?

S2 Nagmakinilya ak.

29.26 Repetition Drill. The past progressive of the ag- verb. (optional)

Q Ania ti inar-aramid mo idi adda ka idia y Manila?

What were you doing when you were in Manila?

R Nagdadait ak idi adda ak idia y Manila.

I was sewing when I was in Manila.

Q Ania ti inar-aramid ni Maria idi ubing pay?

What was Maria doing when she was still young?

R Nagay-ayam ni Maria idi ubing pay.

Maria was playing when she was young.

Q Ania ti inar-aramid da idi agad-adal da?

What were they doing when they were studying?

R Nagbuybuya da iti drama idi agad-adal da.

They went to see plays when they were studying.

29.27 Question and Answer Drill. Ask and answer questions similar to the sentences in 29. 26.

29.28 Cumulative Practice.

LESSON TWENTY-NINE

- (1) Tell the class what you do regularly: every day, every weekend, every Sunday, every week, etc.
- (2) Tell the class what you did last weekend.
- (3) Tell what you did before you got into the Peace Corps.
- (4) Write your family about your activities in training.

29.29 Supplemental Dialogue.

Fred:	Naggapuam? Nabayag a dika nakitan.	Where have you been? I haven't seen you for a long time.
Nardo:	Naggapo ak idiay Mindanao.	I came from Mindanao.
Fred:	Ay wen, nangngegmo a nagkasar ni Marianon?	By the way, (literally: Oh, yes,) have you heard that Mariano has gotten married already?
Nardo:	Saan. Kaano?	No. When?
Fred:	Idi Domingo.	Last Sunday.
Nardo:	Kasano ti boda?	How was the wedding?
Fred:	Nagragasak. Nag-pandanggo pay dagiti nobio ken nobia.	It was very happy. The bride and groom even danced the <u>Pandanggo</u> .
Nardo:	Sayang ta diak naabutan.	It's a pity that I didn't arrive on time for it.

VOCABULARY

agangin	to blow (said of the wind)
agarbis	to drizzle, to shower
agbuya	to watch (the movies, TV, a program, etc.)
agkimat	to give out flashes of lightning
agguruod	to thunder
aglangoy	to swim
agsardeng	to stop
agtudo	to rain
ammo	know
angin	wind
binigat	every morning
binulan	every month

ILOKANO LESSONS

kalman	yesterday
kimat	lightning
kita	see
domingo	week
dinomingo	every week
gurrud	thunder
idi	before; past time marker
inaldaw	every day
init	sun
inoras	every hour
ita	now
itatta	right now
itay	recent past
langoy	swim
laybrari	library
lawas	week
linawas	every week
malem	afternoon
minalem	every afternoon
miting	meeting
mabiit	short time, a little while
maminsan	once
napan a tawen	last year
no	if; future time marker
padi	priest
Pamulinawen	title of an Ilokano song
pastor	minister
rabii	night
rinabii	every night
sagaysay	comb
sipilyo	toothbrush
tudo	rain

LESSON THIRTY

(Maikatallopulo a Leksion)

The -um-verb: the past, past and present progressive forms; expansions with the use of time and locative expressions

Particle: laeng 'only', 'just'

30.1 Dialogue.

Situation: Jose looks for John.

Jose:	Ayan na ni John?	Where's John?
Ben:	Adda idiay talon.	He's in the ricefield.
	Tumultulong	He's helping his father.
	kenni Tatang na.	
Jose:	Kasano a napan,	How did he go; did he
	limmugan iti	ride a carabao?
	nuang?	
Ben:	Saan. Simmurot	No. He went with Tom
	kada Tomas.	and others. They rode in
	Nagdyip da.	a jeep.

30.2 Repetition Drill. Review of the present progressive form of the -um- verb.

Base

inom	Umin-inom ak iti gatas.	I'm drinking milk.
gatang	Gumatgatang da iti niog.	They're buying coconut.
sungbat	Sumungsungbat ti estudiante.	The student is answering.
utang	Umut-utang ni Juan iti kuarta.	Juan is borrowing money.
uli	Umul-uli tayo iti dakkel a bantay.	We are climbing a high mountain.
ulog	Umul-ulog dagiti bisita.	The visitors are leaving.

ILOKANO LESSONS

Base

surot Sumursurot ak kenka. I'm tagging along with you.

30.3 Sentence Formation Drill. Teacher cues base; a student forms a sentence using the present progressive form of the -um-verb.

Cue

lagto
inom
utang
ulog
uli
surot
sungbat

Response

Lumaglagto dagiti estudiante.

30.4 Question and Answer Drill.

Question

Ania ti ar-aramidem?
Ania ti kukuaenda?

Response

Umul-uli ak.
Umin-inom da.

30.5 Question and Answer Drill. S₁ asks a sino question; S₂ answers.

Question

Sino ti umin-inom?
Sino ti lumaglagto?
Sino ti bumulbulod?

Response

Ni Pedro (ti umin-inom).
Da Juan (ti lumaglagto).
Siak (ti bumulbulod).

30.6 Expansion Drill. Add an object/locative word or phrase or both, or an oblique pronoun to a statement. Teacher gives the statement.

Statement

Bumulbulod ka.
Gumatatang ak.

Expansion

Bumulbulod ka iti kartib kenni Rosa.
Gumatatang ak iti serbesa idia y Hilo.

LESSON THIRTY

Statement

Expansion

30.7 Expansion Drill. To similarly expanded sentences in 30.6, add regular (habitual) time expressions.

Bumulbulod ka iti kartib kenni Rosa tunggal aldaw.
Gumatgatang ak iti serbesa idia y Hilo a minalem.

30.8 Repetition Drill. Other time expressions showing irregularity (non-habitual) of occurrence.

Gumatgatang ak iti prutas no dadduma.	sometimes
_____ sagpaminsan.	once in a while
_____ a patinayon.	always
_____ a kanayon.	always

Now use these expressions with expanded sentences similar to 30.6.

30.9 Comprehension-Response Drill. S₁ gives an expanded affirmative statement; other students ask and answer adda, sino, ania, sadino, and kaano questions.

Example: S₁ Gumatgatang ni Jose iti mansanas idia y tiendaan itatta.

Q	Adda gumatgatang?
R	Wen, adda.
Q	Sino?
R	Ni Jose.
Q	Ania ti gatgatangen na?
R	Mansanas.
Q	Sadino?
R	Idia y tiendaan.
Q	Kaano?
R	Itatta.

30.10 Repetition Drill. The use of idi 'when' or 'while'.

Gumatgatang ak iti prutas idi agtutudo.	I was buying fruits when it was raining.
--	---

ILOKANO LESSONS

Umul-uli da iti balay idi
nagtelepono ka.
Sumangsangpet ni Maria
idi pumanpanaw ni Juan.
Umis-isem ti ubing idi
nagkanta ta.

They were coming up to the
house when you phoned.
Maria was arriving when
John was leaving.
The child was smiling when
we sang.

Repeat the exercise using itay of idi. 'when' or 'while' instead

30.11 Combination Drill. Join two of the sentences below
with idi or itay.

Lumaglagto dagiti ubbing idiaiy salas.
Nagkimat.
Lumuglutan tayo iti kalesa.
Sumsumrek ni Ading dita kuarto.
Agmakmakinilya ak.
Pimmanaw dagiti bisita.
Tumultulong tayo kenni Ana.
Umin-inom kayo ti kape.
Nagsala ni Rosa.

30.12 Question and Answer Drill. S₁ asks ania + ti ar-
aramiden/kukuaen + ko pronoun or ni/ti phrase + idi/itay
clause. S₂ gives an appropriate answer.

Question

Ania ti ar-aramidem itay agtutudo?

Ania ti ar-aramiden ni Juan idiaiy
barberya idi limmabas ak?

Response

Agad-adal ak iti
leksion ko.
Bumulbulod iti
kartib.

30.13 Sentence Formation Drill. Teacher cues an -um- verb;
student forms an expanded sentence with a past tense verb.

Cue

tumakder
uminom
gumatang
umuli
umisem
pumanaw
tumulong

Response

Timmakder ak iti tugaw.

LESSON THIRTY

Cue

lugan

Response

30.14 Expansion Drill. Teacher gives a statement; S₁ adds an object; S₂ adds a locative word or phrase; S₃ adds a time expression.

Statement

Timmawar ak.

Response

S₁ Timmawar ak iti medias.

S₂ Timmawar ak iti medias idiay tiendaan.

S₃ Timmawar ak iti medias idiay tiendaan idi kalman.

Gimmatang ka.

Imminom dagiti lakay.

‘The old men drank.’

Bimmulod ni Mr. Reyes.

Dimmawat da.

Timmulong kayo.

30.15 Question and Answer Drill. S₁ asks ania + ti inaramid + ko pronoun or ni/t i phrase + time expression; S₂ answers.

Question

Ania ti inaramid mo idi kalman?

Ania ti inaramid ni Juan itay?

Response

Gimmatang ak iti libro.

Limmugan iti bus.

Variation: Use kinua instead of inaramid.

30.16 Repetition Drill. The past progressive.

ILOKANO LESSONS

Dimmawdawat ak iti papel kenkuana idi kalman.
Timmultulong ni Ben ken Maria idi napan a bulan.
Bimmulbulod da iti libro idiay laybrari idi ages-eskuela da.
Immin-inom da iti gatas idi babassit da.

30.17 Sentence Formation Drill. Construct sentences similar to the ones in 30.16.

#1	M ₁	Dimmawat ka iti makinilya?	Did you ask for a typewriter?
	M ₂	Saan, bimmulod ak laeng. ¹	No, I just borrowed (one).
	C	Dimmawat ka iti makinilya? Saan, bimmulod ak laeng.	

30.18 Repetition Drill.

Question	Response
Timmaray ka itay?	Saan, nagna ak laeng.
Nagsala kayo idi kalman?	Saan, nagbuya kami laeng.
Nagsangit ti ubing?	Saan, nagriao laeng.
'Did the child cry?'	'No, he just screamed.'
Nagtudo idiay Manila?	Saan, nagarbis laeng.

30.19 Sentence Formation Drill. Ask and answer questions similar to those in 30.18. Use the following pairs of verbs.

gumatang	--	tumawar
dumawat	--	bumulod
agay-ayam	--	agbuya
agkatawa	--	umisem
aglampaso	--	agsaplid
'to scrub'	--	'to sweep'
agmakinilya	--	agsurat

30.20 Cumulative Practice.

(1) Tell the class what you do regularly.

LESSON THIRTY

- (2) Tell what you do sometimes while in training.
- (3) Tell what you were doing when something else was happening.

30.21 Supplementary Dialogue.

Aida:	Immay ni Marcia idi agtuntuno ak iti ikan?	Did Marcia come while I was broiling fish?
Belen:	Immay sa. Dimmawat man ngata iti bayabasen.	I think she did. She probably asked for some guavas again.
Aida:	Saan, bimmulod iti pagsagatan ta agluto da kano iti kankanen.	No, she borrowed a strainer because she (and some others) will cook some native delicacies.
Belen:	Simmangpet kadi ni Anitan?	Has Anita arrived yet?
Aida:	Saan pay ta sumsumrek kano pay la idi nagawid da Angeles.	Not yet because (they say) she was still going to class when Angeles (and her companions) came home.
Belen:	Umulog ak man pay ta innak gumatang iti saba.	I'll step out a minute because I'll go buy some bananas.
Aida:	Tumawar ka a nalaing ket naloko ti aglaktako.	Haggle well because the storekeeper is rather sly (with prices).

VOCABULARY

agdyip	to ride in a jeep
aglako	to sell
agmakinilya	to type 255
agtelepono	to phone
agtuno	to broil
barberya	barber shop
bayabas	guava

ILOKANO LESSONS

kalesa	rig
kankanen	native delicacy
kartib	scissors
mansanas	apple
no dadduma	sometimes, once in a while
sagpaminsan	sometimes, once in a while
tumawar	to haggle
tunggal	every
umutang	to borrow (money), to buy on credit

LESSON THIRTY-ONE

(Maikatallopulo ket Maysa a Leksion)

Review of the past and the progressive form of the -en verb
Linker: uray no 'even though', 'although'

31.1 Dialogue.

Sara:	Apay, ania ti ar-aramidem?	Why, what are you doing?
Belen:	Sapsapulek tay librok. Binasak idi rabii ket awan met ditoyen.	I'm looking for my book. I read it last night and now it isn't here anymore.
Sara:	Ania kadi ti basbasaem?	What are you reading?
Belen:	Tay <u>Bertoldo</u> ni Voltaire.	Voltaire's <u>Bertoldo</u> .
Sara:	Binulod mo idia y laybrari?	Did you borrow it from the library?
Belen:	Saan, ginatang ko.	No, I bought it.

31.2 Simple Substitution Drill.

Cue	Model:	Response
gatang		Bulbulodek ti libro na.
kartib		_____
sapul		_____
basa		_____
	Model:	Karkartibek ti buok na.
mo		'I am cutting her hair.'
na		_____
ta		_____
tayo		_____
mi		_____
yo		_____
da		_____

ILOKANO LESSONS

Cue	Response
ni Ana	_____
da Martin	_____
ti babai	_____
dagiti ubbing	_____

31.3 Sentence Formation Drill. Teacher cues the verb base and object; students form sentences in the progressive form. (Cues may be written on the blackboard.)

Cue	Cue	Response
digos	ubing	Example: Digdigosek daytoy ubing.
gatang	manok	_____
sapul	lapis	_____
kartib	lupot	_____
bulod	bolpen	_____
basa	libro	_____
kanta	'Pamulinawen'	_____
luto	adobo	_____
adal	leksion	_____

31.4 Question and Answer Drill. S₁ asks ania ti ar-aramid-/kukua- questions. S₂ answers.

Question	Response
Ania ti ar-aramidem?	Dadaitek daytoy badok.
Ania ti kukuaen yo?	Basbasaan mi ti leksion mi.
_____	_____
_____	_____

31.5 Chain Drill. S₁ gives a statement. S₂ asks sino and ania questions; S₃ answers.

- Example: S₁ Dadaiten ni Maria ti bado na.
 S₂ Sino ti agdadait?
 S₃ Ni Maria.
 S₂ Ania ti dadaiten na?
 S₃ Bado na.
 S₁ Basbasaan da dagiti libro da.
 S₂ Sino ti agbasbasa?

LESSON THIRTY-ONE

S₃ Isuda.

S₂ Ania ti basbasaen da?

S₃ Dagiti libro da.

31.6 Question and Answer Drill. Students pattern their drill after these models.

(1) S₁ Saan a basbasaen ni Josefa ti leksion na.

S₂ Ania ngarud ti kukuaen na?

S₁ Dadaiten na ti bado na.

Substitute other bases and nouns for the underlined words. You may use pronouns instead of some nouns.

(2) Transformation Drill. Convert the -en verbs in (1) to ag- or -um- verbs.

Pattern: S₁ Saan nga agbasbasa ni Josefa iti leksion na.

S₂ Ania ngarud ti kukuaen na?

S₁ Agdadait iti bado na.

31.7 Repetition Drill. Past tense of the -en verb.

Base

basa	Binasa daydiay estudiante ti leksion na.
luto	Linutok daytoy sida.
digos	Dinigos mi daydiay ubing.
sapul	Sinapul ko ni Juan.
adal	Inadal da daydiay mapa.
dait	Dinait na dayta pantalon mo.

31.8 Moving Slot Substitution Drill.

Cue

bulod
tayo
libro
basa
na
ni Jose

Model:

Response

Ginatang mi daytoy payong.
Binulod mi daytoy payong.
Binulod tayo daytoy payong.

ILOKANO LESSONS

Cue	Response
surat	_____

31.9 Sentence Formation Drill. Teacher gives the verb base; students form sentences with past tense verbs.

Cue	Response
kanta	Kinanta yo ti <u>Manang Biday</u> .
basa	Binasa ni Juan ti libro.
bulod	_____
gatang	_____
luto	_____
dait	_____
aramid	_____
inom	_____
sapul	_____
digos	_____

31.10 Expansion Drill. Add time expressions. Teacher cues time in English; students form sentences similar to 31.9 and add time expressions.

Cue	Response
yesterday	Kinanta da ti <u>Manang Biday</u> idi kalman.
the other day	_____
last year	_____
a while ago	_____
last week	_____
last month	_____
three o'clock	_____
indefinite future	_____
time	_____

31.11 Expansion Drill. Add a locative to the sentences in 31.10.

Example: Kinanta da ti Manang idia y eskuela idi kalman.

31.12 Question and Answer Drill. Based on the expanded sentences formed in 31.11, students ask ania ti aramid-/kua-, sino, sadino, and kaano questions.

LESSON THIRTY-ONE

- Example: Statement Kinanta da ti Pamulinawen idia y
eskuela idi kalman.
- Q Ania ti inaramid da?
R Nagkanta da.
- Q Ania ti kinanta da?
R Pamulinawen.
- Q Sino ti nagkanta?
R Isuda.

(You may continue asking questions thus.)

- Q Sinoda?
R Da Rosa, (____, ____, ____).
- Q Sadino ti nagkantaan da?
R Idia y eskuela.
- Q Kaano ti panagkanta da?
R Idi kalman.

31.13 Repetition Drill. The use of uray no 'even though', 'although'.

- | | |
|---|--|
| Binasak ti leksion ko uray
no atiddog. | I read my lesson even though
it was long. |
| Dinait na ti bado na uray
no rabiin. | She sewed her dress even
though it was night already. |
| Linabaan ni Maria ti blusa
no uray no nadalos pay. | Maria washed her blouse
even though it was still clean. |

31.14 Sentence Formation Drill. Make original sentences using uray no.

31.15 Repetition Drill. Past progressive form of the -en verb.

- Sinapsapol me isuda idi naminsan nga aldaw.
Dinadait mi dagiti badbado mi idi.
Kinarkartib tayo dagiti magasin idi kalman.
Pinutputed da dagidiay tali idi Lunes.
Kinankanta ni Maria ti kansion idi rabii.

31.16 Sentence Formation Drill. Construct sentences similar to those in 31.15.

31.17 Cumulative Practice. Form smaller groups of threes or fours. Have a conversation centered on your activities of the past few days. Use a variety of verbs; time expressions; locative phrases.

ILOKANO LESSONS

VOCABULARY

agdigos	to take a bath
bado	dress
blusa	blouse
kartiben	to cut (something) with a pair of scissors
daiten	to sew (something)
digosen	to bathe (somebody)
uray no	even though, although

LESSON THIRTY-TWO

(Maikatallopulo ket Dua a Leksion)

The i-verb (goal focus), past tense and progressive form

Question Word: apay 'why'

Quotative Word: kuna 'is said'

Cause Marker: gapo ta 'because'

32.1 Dialogue. (harmless gossip)

Maria:	Oy, Ipay, adda ibagak kenka.	Say, Ipay, I have something to tell you.
Ipay:	Ania?	What is it?
Maria:	Ammom, kuna ni Ana a nakita na kano ni Jose nga adda inyawat na kenni Elena idi Domingo.	You know, Ana says she saw Jose hand something to Elena last Sunday.
Ipay:	Ket...innala ni Elena?	And...did Elena get it?
Maria:	Diak ammo. Ngem adda nakitak nga isubsubli na itattay.	I don't know. But I saw her returning something to him a while ago.
Ipay:	Adu amin!*	Oh, come on!*

*Literally this means 'Many all.'

32.2 Repetition Drill. The progressive form of the i- verb.

Base

awat	Iyaw-awat ko ti kape.	I am handing (a cup of) coffee (to someone).
pan	Ip-ipan na ti manok idia tiendaan.	He is bringing the chicken to market.
ted	It-ited ni Maria ti kuarta na.	Maria is giving her money (to someone).
subli	Isubsubli mi dagitoy libro.	We are returning the books.

ILOKANO LESSONS

Base

baga Ibagbaga ni Juan a Juan is telling us to go now.
mapan tayo kanon.¹

32.3 Simple Substitution Drill.

Cue

Response

Model: Iyaw-awat ni Juan ti retrato.

ted

pan

subli

Model: It-ited ko ti lapis.

mo

na

ta

tayo

mi

yo

da

ni Jaime

da Dora

ti maestro

dagiti ubbing

Model: Isubsubli ni Maria ti libro na
kaniak.

kenka

kenkuana

kadata

kadatayo

kadakami

kadakayo

kadakuada

kenni Rita

kada Rey

iti maestro

kadagiti

maestro

idiay laybrari

iti opisina

32.4 Moving Slot Substitution Drill.

LESSON THIRTY-TWO

Cue	Response
	Model: Ibasbasak daytoy surat kenkuana.
istorya	Ibasbasak daytoy istorya kenkuana.
kadakuada	_____
libro	_____
subli	_____
kenka	_____
ted	_____
pan	_____
kenni Juan	_____
kahon	_____
kadakayo	_____

32.5 Sentence Formation Drill. Teacher writes verb bases, nouns and oblique pronouns on the blackboard. Students form sentences with appropriate choices.

Verb Bases	Nouns	Pronouns
ted	kahon	kaniak
pan	leksion	kenka
subli	lapis	kenkuana
awat	silaw	kadata
basa	papel	kadakami
surat	libro	kadakayo
baga	damag	kadakuada
kabil 'put'	baso	kenni Rita kada Rey

Examples: It-ited ko daytoy kahon kenka.
Iyaw-awat ko daytoy lapis kenni Rita.

#1	M ₁	Apay nga it-ited na dayta baso kenka?	Why is he giving the glass to you?
	M ₂	Gapo ta kukuak.	Because it's mine.
	C	Apay nga it-ited na dayta baso kenka? Gapo ta kukuak.	

32.6 Moving Slot Substitution Drill.

ILOKANO LESSONS

Cue	Response
	Model: Apay nga it-ited na ti baso kenka?
iyawat	_____
kadakuada	_____
mo	_____
kadakami	_____
kuaderno	_____
sida	_____
ni Daisy	_____
kenni Ruben	_____

32.7 Simple Substitution Drill.

Cue	Response
	Model: Gapo ta <u>kukuak</u> .
adda bisita	Gapo ta adda bisita.
kayat na	Gapo ta kayat na.
nasingpet ka	_____
bulbulodek	_____
isubsubli da	_____

32.8 Question and Answer Drill. Use the question word apay and start the answer with gapo ta.

Question	Response
Apay nga ibelbelleng da ti gatas?	Gapo ta nabangles. 'Because it's spoiled.'
Apay nga iduldulin mo ti kuadernom?	Gapo ta nalpas ti klasen.
_____	_____
_____	_____

32.9 Expansion Drill. Add a time expression to sentences similar to those formed in exercise 32.5 above.

It-ited na kaniak daydiay lapis na itay bigat.
It-ited na kaniak daydiay libro na itay agbasbasa ak.

32.10 Comprehension and Question-Response Drill. Students ask ania and kaano questions about the expanded sentences formed in 32.9.²

LESSON THIRTY-TWO

Example: Statement It-ited na kaniak daydiay lapis na itay bigat.

Q Ania ti it-ited na?

R Daydiay lapis na.

Q Kaano?

R Itay bigat.

32.11 Simple Substitution Drill.

Cue

Model:

Response

Insublik ti baso kenkuana.

ted

pan

lako

awat

Model:

Inted ko ti kahon kenni Juan.

mo

na

ta

tayo

mi

yo

da

ni Belen

da Rosa

ti babai

dagiti tattao

32.12 Moving Slot Substitution Drill.

Cue

Model:

Response

Insublik daydiay libro kenka.

kenkuana

awat

mo

maleta 'suitcase'

pan

na

ni Juan

kadakuada

32.13 Sentence Formation Drill. Use the chart in 32.5 for the formation of sentences using the past form of the i - verb.

ILOKANO LESSONS

Example: Inted ni Razel ti retrato kaniak.
Insubli ti ubing ti bola kenni
Rita.

32.14 Expansion Drill. Add a time expression to the sentences in 32.13. S₁ gives a statement; teacher cues marker: itay/idi; S₂ adds a time-expression phrase.

Example:

Cue	Response
	S ₁ Inyawat ni Juan daydiay libro kaniak.
itay	S ₂ Inyawat ni Juan daydiay libro kaniak itay bigat.
	S ₁ Inted ni Razel ti retrato kenka.
idi	S ₂ Inted ni Razel ti retrato kenka idi kalman.

You may also add a locative.

Example: Inyawat ni Juan daydiay libro kaniak itay bigat
idiay laybrari.

32.15 Question and Answer Drill using wenno 'or'.

Pattern: Q Ania ti inted ni Razel kenka, libro wenno lapis?
R Libro.

32.16 Sentence Formation Drill. Join two simple sentences, one affirmative, one negative, with ngem 'but'.

Example: Inted ko daydiay inapoy ngem saan da a kayat.
Imbaga na ti damag ngem saan ko nga insurat.

#2	M ₁ Ania ti kuna ni Maria?	What does Maria say?
	M ₂ Kuna na nga insurat na ti report.	She says she wrote the report.
	C Ania ti kuna ni Maria?	
	Kuna na nga insurat na ti report.	

32.17 Simple Substitution Drill.

Cue	Response
(1)	Model: Ania ti kuna na?

LESSON THIRTY-TWO

Cue	Response
ko	_____
mo	_____
ta	_____
mi	_____
tayo	_____
yo	_____
da	_____
ni Rosa	_____
da Juan	_____
ti babai	_____
dagiti maestra	_____

(2)	Model:	Kuna na nga ited na ti surat.
subli		_____
awat		_____
pan		_____
belleng		_____
tinnag 'mail'		_____

Repeat exercise (2) using the infinitive form of the verb.

Example: Kuna na nga ited na ti surat.

32.18 Question and Answer Drill. Ask ania ti kuna questions. Use either past or infinitive forms of the verb in your answer.

- Example: S₁ Ania ti kuna ni Miss Reyes?
 S₂ Kuna na nga ited na iti report tayo.
 Ania ti kuna ti ubing?
 S₃ Kuna na nga imbelleng na iti basura.
 Kdp.

32.19 Substitution Drill.

Cue	Response
	Model: Ania ti kinuna ni Maria? 'What did Maria say?'
da Juan	_____
ti presidente	_____
dagiti senador	_____
mo	_____

ILOKANO LESSONS

Cue
da

Response

Model: Kinuna na nga naimbag ti ili.

napintas

nalinis

nasayaat

32.20 Question and Answer Drill. Use the past form of kuna (kinuna).

S1 Ania ti kinuna ti presidente?

S2 Kinuna na nga naimbag ti ili.

Ania ti kinuna ni Apo Mayor?

S3 Kinuna na nga ited na ti ado a radio kadatayo.

Ania ti kinuna dagiti senador?

S4 Kinuna da nga insurat da ti atiddog a surat.

Kdp.

32.21 Repetition Drill. The use of kano ³ instead of kuna.

Kuna na nga insurat na ti report.

Isurat na kano iti report.

Kuna ni Ben nga inted na ti mansanas.

Inted kano ni Ben iti mansanas.

Kuna ti ubing nga iyawat na ti lapis.

Iyawat kano ti ubing ti lapis.

Kuna da nga ipan da daytoy sida idia.

Ipan da kano daytoy sida idia.

32.22 Question and Answer Drill. Ask ania ti kuna/kinuna questions. Answer with kano.

S1 Ania ti kuna ti superbisor?

S2 Ited tayo kano ti libro tayo.

Ania ti kinuna da?

S3 Impan da kano dagiti ubbing idia oditoryum.

Kdp.

32.23 Cumulative Practice.

LESSON THIRTY-TWO

- (1) Relate something which somebody told you.
- (2) Relate a conversation you heard between two or more people.

32.24 Supplemental Dialogue.

A:	Ayan daytay sabon? Inkabilko dito asideg ti palangana itay ket awan metten.	Where's the soap? I put it here near the basin a while ago, but it's not here anymore.
B:	Saan ngata nga indulin ni Juana?	Could Jane not have put it aside?
A:	Saan ta saan met nga im-immay ni Juana dito.	No, because Jane has not been here.
B:	Saludsudem man ken Belen no nakita na.	Ask Belen if she saw it.
A:	Napan met nageskuela ni Belenen.	But Belen has left for school already.
B:	Ket biruken ta a.	Well, let's look for it.
A:	Bay-amon. Gumatangak to ti sabalin.	Never mind. I'll buy a new bar.

VOCABULARY

baso	glass, tumbler
basura	garbage, trash
belleng	throw
bisita	visitor
kahon	box
kano	it is said
kuarta	money
kuna	say
damag	news
itinnag	to drop, to mail (a letter)
maleta	suitcase
manok	chicken
mansanas	apple
radio	radio
report	report
retrato	picture
subli	return

ILOKANO LESSONS

tinnag

drop, mail (a letter)

LESSON THIRTY-THREE

(Maikatallopulo ket Tallo a Leksion)

Review of ag-, um-, -en, and i- verbs

The recently completed past: ka + partial reduplication

33.1 Dialogue.

Situation: At the bus station.

Jane:	Manong, pagparparadaan ti bus a para Manila?	<u>Manong</u> (Older Brother), where does the bus for Manila park?
Man:	Dita abay ti dakkel a poste.	(There) beside the big post.
Jane:	Pimmanawen ti umuna a biahe?	Has the first trip left yet?
Man:	Wen, kapanpanaw na laeng.	Yes, it has just left.
Jane:	Ay, sayang. Naudi ak.	Oh, what a pity. I'm late.

33.2 Substitution Drill.

Cue		Response
	Model:	Kakankanta ti ubing.
kasalsala		_____
kabasbasa		_____
kain-inom		_____
kaul-uli		_____
	Model:	Kagatgatang ko ti libro.
kabulbulod		_____
kaal-ala		_____
kasapsapol		_____
the poem.'	Model:	Kaisursurat ko ti daniw.
		'I have just written
kait-ited		_____
kaidul-dulin		_____
kaisur-suro		_____

ILOKANO LESSONS

Cue

kaisasao

Response

33.3 Repetition-Transformation Drill. Forms of the verb.

Base Form

agkanta
agsala
gumatang
dumawat
linisen
puteden
isurat
ibaga
ibelleng
iyawat

Past

nagkanta
nagsala
gimmatang
dimmawat
lininis
pinuted
insurat
imbaga
imbelleng
inyawat

Recently Completed

kakankanta
kasalsala
kagatgatang
kadawdawat
kalinlinis
kaputputed
kaisursurat
kaibagbaga
kaibelbelleng
kaiyaw-awat

33.4 Sentence Formation Drill. Teacher gives the infinitive form of a verb; student gives a statement with the verb in the recently completed form.

Cue

bumulod
iddepen
agtaray
alaen
rummuar
isuro
ibati
aglagto
irikep

Response

Kabulbulod ko iti libro.
Kaid-iddep ko ti silaw.

33.5 Transformation Drill. Teacher gives a series of sentences with verbs in the past tense; students repeat the sentences, changing the verbs to the recently completed past.

New Vocabulary

bákir	-	forest
káma	-	bed
dumánon	-	to arrive at (a place)
dimmánon	-	past form of dumanon
lúgaw	-	porridge, gruel
óso	-	bear
tugáw	-	chair

LESSON THIRTY-THREE

Teacher

Nagna ni Goldilocks iti bakir.

Dimmanon iti balay ti tallo
nga oso.

Simrek iti balay.

Nagtugaw iti tugaw.

Kinnan na ti lugaw.

Nagidda iti kama.

Simmangpet ti tallo nga oso.

Nagtaray ni Goldilocks.

Students

Kapagpagna ni Goldilocks iti
bakir.

33.6 Question and Answer Drill. Teacher cues a verb; S₁ asks a question with a past tense verb; S₂ answers with a verb in the recently completed form.

Pattern: T linisen

S₁ Lininis ni Benen ti sapatos
ko?

S₂ Wen, kalinlinis na.

Cue

agmakinilya

pumanaw

gatangen

ibato

agbayad

tumulong

patayen

idulin

Response 1

Response 2

#1 M₁ Katugtugaw dagiti bisita? Have the guests just sat down?

M₂ Wen, katugtugaw da. Yes, they have just sat down.

Saan, nabayagen. No, for a long time now. (meaning:
No, they sat down a long time ago.)

C₁ Katugtugaw dagiti bisita?
Wen, katugtugaw da.

ILOKANO LESSONS

C2 Katugtugaw dagiti bisita?
Saan, nabayagen.

33.7 Substitution Drill.

Cue		Response
	Model:	Katugtugaw dagiti bisita?
takder		_____
sangpet		_____
sala		_____
inom		_____
kanta	Model:	Saan, <u>nabayagen</u> .
itattay pay		Saan, itattay pay.
idi pay la Lunes		Saan, idi pay la Lunes.
Martes		Saan, idi pay la Martes.
lawas na		Saan, idi pay la lawas na.
napan a bulas		Saan, idi pay la napan a bulan.
tawen		Saan, idi pay la napan a tawen.

33.8 Question and Answer Drill. Ask wen/saan questions with verbs in the recently completed past. Give negative answers.

- S₁ Kapanpanaw ni Lolo?
S₂ Saan, nabayagen.
Kasangsangpet ni Lola?
S₃ Saan, itattay pay.
Kdp.

33.9 Question and Answer Drill. Ask wen/saan questions similar to those in 33.8. Give affirmative answers.

- S₁ Kain-inom dagiti bisita ti basi?
S₂ Wen, kain-inom da.
Kairikrikep mo ti ruangan?
S₃ Wen, kairikrikep ko.
Kdp.

33.10 Combination Exercise. Join the teacher's two short sentences into one long one using ta (short for gapo ta).

LESSON THIRTY-THREE

Example: T (1) Kasangsangpet ko.
(2) Naladaw ti bus.
S Kasangsangpet ko ta naladaw ti bus.

- (1) Kaibelbelleng da ti basura.
- (2) Nag-adal da.
- (1) Kaid-iddep na ti silaw.
- (2) Dinait na ti badok.
- (1) Kalinlinis ko ti kosina.
- (2) Kabutlutok.
- (1) Kasursurat tayo kenkuana.
- (2) Kagatgatang tayo iti papel.
- (1) Kalamlampaso ni Ben ti datar.
- Ben has just husked the floor.'
- (2) Kasangsangpet na.

33.11 Sentence Formation Drill. Make sentences of your own similar to those in 33.10.

33.12 Cumulative Activity. Pretend that you are a radio announcer. You are watching a series of events and you relate it to your audience in the recently completed past. You may be "watching":

- (1) a familiar fairy tale
- (2) a baseball or football game
- (3) a senate discussion etc.

VOCABULARY

bakir	forest
biahe	trip
bus	bus
kama	bed
daniw	poem
dumanon	to arrive at (a place)
lugaw	gruel, porridge
naudi	late, last
oso	bear
pagparadaan	parking place
poste	post

ILOKANO LESSONS

sayang expression of regret equivalent to ‘what a pity!’

LESSON THIRTY-FOUR

(Maikatallopulo ket Uppat a Leksion)

Daytay: recent past

Daydi: remote past

34.1 Dialogue.

Rico:	Immay daytay anak daydi Mr. Jones itay.	The child of the late Mr. Torres came a while ago.
Celso:	Ania ti imbaga na?	What did she say?
Rico:	Inyeg na daydi libro a binulod na idi.	She brought the book which she borrowed before.
Celso:	Ay wen, adda malagip ko. Ayan na daydi dakkel a kahon ditoy?	Oh, yes, I remember something. Where's the big box that used to be here?
Rico:	Imbelleng kon. Apay aya?	I've thrown it away already. Why?
Celso:	Ikabil ko kuma dagitay ginatang ko a libro.	I would like to put the books I bought in it.

34.2 Repetition Drill. The use of daytay (sg) and dagitay (pl) to indicate the recent past.

Sino daytay gimmatang?	Who was it that bought (something) just now/recently?
Sino daytay bimmulod?	Who was it that borrowed (something) just now/recently?
Sino dagitay nagkanta?	Who were those that sang just now/recently?
Sino dagitay nagbasa?	Who were those that read just now/recently?
Ania daytay ginatang na?	What did she buy just now/recently?
Ania daytay binasa da?	What did they read just now/recently?

ILOKANO LESSONS

Ania dagitay linuto da?	What did they cook just now/recently?
Ania dagitay kinanta da?	What did they sing just now/recently?

Repeat the sentences with daytay, above, and substitute the contracted form tay.

e.g. Sino tay gimmatang?

34.3 Question and Answer Drill. S₁ asks a sino question; S₂ answers. S₂ asks an ania question; S₁ answers. Use daytay (or tay) and dagitay.

Example: S₁ Sino daytay immay?
S₂ Ni Rosa.
Ania dagitay ginatang mo?
S₁ Nateng ken ikan.

34.4 Repetition Drill. The use of daydi (sg) and dagidi (pl) to indicate the remote past.

Sino daydi gimmatang iti bola?	Who was it who bought a ball before?
Sino daydi bimmulod iti lapis?	Who was it who borrowed a pencil before?
Sino dagidi nagento iti pinakbet?	Who were those who cooked pinakbet before?
Sino dagidi immay idi kalman?	Who were those who came yesterday?
Ania daydi binulod na?	What was it which he/she borrowed before?
Ania dagiti linuto da?	What were those which they cooked before?

Repeat the sentences with daydi and substitute the contracted form di.

e.g. Sino di gimmatang ti libro?

34.5 Question and Answer Drill. S₁ asks a sino question; S₂ answers. S₂ asks an ania question; S₁ answers. Use daydi (or di) and dagidi.

LESSON THIRTY-FOUR

Example: S₁ Sino dagidi immay idi
kalman?
S₂ Da Sharon.
Ania daydi kinanta da?
S₁ Manang Biday.

34.6 Question and Answer Drill. Teacher gives cues; S₁ asks a question; S₂ answers.

Cue	Question	Response
sino-daytay	S1 Sino daytay immay itay?	S2 Ni Ben.
ania-daydi	S2 Ania daydi sinala yo?	S3 Tinikling.
ania-dagidi	_____	_____
sino-dagitay	_____	_____
ania-dagitay	_____	_____
sino-daytay	_____	_____

34.7 Conversion Drill. Change ti to tay (daytay) then to di (daydi) in these sentences.

Basbasaen da ti surat mo. Examples: Basbasaen da tay surat mo.

Basbasaen da di surat
mo.

Binasa mi ti leksion mi.

Dinait ko ti badok.

Ginatang ni Jose ti libro na.

34.8 Expansion Drill.

(1) Add itay + a time expression to statements with daytay. S₁ gives a short sentence; S₂ expands it.

S ₁	Basbasaen da daytay surat mo.	S ₂	Basbasaen da daytay surat mo itay bigat.
S ₂	Dadaiten ni Rosa daytay badom.	S ₃	Dadaiten ni Rosa daytay badom itay malem.

ILOKANO LESSONS

(2) Add idi + a time expression to statements with daydi. S₁ gives a short statement; S₂ expands it. Time expressions are written on the board.

S₁ Basbasaen da S₂ Basbasaen da daydi surat mo. surat
daydi mo idi naminsan a bulan.

34.9 Combination Drill. Join two clauses with itay/idi. Consult your list for more bases. Notice the verb forms.

Basbasaen da daytay surat ko itay/idi immay ka.
Gatgatangen mi daytay libro itay/idi agdadait ka.
Dadaitek daydi badom idi nagkanta ka.
Lutlutoek daydi adobo itay/idi nagpasiarka.

34.10 Transformation Drill. Change the singular forms daytay/daydi in 34.9 to their plural forms.

Basbasaen da dagitay surat ko itay immay ka.
Gatgatangen mi dagitay libro itay agdadait ka.

34.11 Question and Answer Drill. Sino + daytay/ daydi + noun ____.

Question

Sino daytay maestro tayo itay napan a semester?

Sino daytay gayyem ni Dora?

Sino daydi estudiantem a taga Cebu?

Sino daydi maestro tayo iti matimatiks?

Response

Ni Mr. Torres.

Ni Cynthia.

Ni Miss
Gutierrez.

Daydi Mr.
Rocio.

34.12 Substitution Drill. Substitute other words for the underlined ones in the following dialogue.

S₁ Malagip mo daydi gayyem ko a nalaing nga agkanta?

LESSON THIRTY-FOUR

S2 Saan, sino?

S1 Celso ti nagan na.

S2 Ay, wen. Sadino ti ayan na itan?

S1 Adda idiay Amerikan.

34.13 Cumulative Practice.

- (1) Talk about old friends and classmates with an old friend.
- (2) Talk about something you just saw, borrowed, bought, etc.
- (3) Write your friend reminding her about something she borrowed from you at one time.

34.14 Supplemental Dialogue.

Juan:	Manot tawen yon, Nana Odiang?	How old are you, Aunt Odiang? ('Aunt', here is a term of respect used for a non-relative.)
Nana O:	Ammok pay, barok. Naiyanak ak kano idi dakkel a layos idi presidente daydi Don Birat.	I don't know, son. They say I was born during the big flood while Don Birat was president.
Juan:	Daydi Don Birat nga ama ti agdama a gobernador?	The late Don Birat, father of the current governor?
Nana O:	Wen.	Yes.
Juan:	Bumaket ka met ngaruden.	You must be rather old already, then.
Nana O:	Ay ket wen, a.	Oh, but yes, of course.

VOCABULARY

adobo	a Philippine meat dish usually of pork and/or chicken cooked in soy sauce, vinegar, and spices
agdama	current
anak	child
bola	ball

ILOKANO LESSONS

bumaket	getting old (said of women); the masculine counterpart is <u>lumakay</u>
Cebu	Cebu, a city in the southern Philippines
kalman	day before
dagidi	plural marker indicating remote past
dagitay	plural marker indicating recent past
daydi	singular marker indicating remote past
daytay	singular marker indicating recent past
layos	flood
malagip	to remember
matimatiks	mathematics
nateng	vegetables
pinakbet	a popular Ilokano vegetable dish

LESSON THIRTY-FIVE

(Maikatallopulo ket Lima a Leksion)

Question Word: kasano 'how'

Affixes: kas- 'like', 'similar to' + / -toy / -ta / -diay / oblique pronouns

agpa-(directional focus)

agpa-(actor focus)

pagpa...an 'place for'

Particle: sa 'then'

35.1 Dialogue.

Situation: John describes how to wash clothes.

Ester:	Ammom ti aglaba, John?	Do you know how to wash clothes, John?
John:	Wen, Apay kadi?	Yes. Why do you ask?
Ester:	Kitsek man no ammom met laeng. Kasano ti panaglabam iti kawes?	Let me see if you really know. How do you wash clothes?
John:	Kastoy. Umuna nga upprak, sakonto sabonan. Intono kua gelgelek sako gawgawan. Kalpasan na, pekkelek sakonto isalapay. Ania, ammok met la ti aglaba?	This way: first I soak them and then soap them. Then I rub them, then rinse them. Afterwards, I squeeze them, then hang them to dry. Well, do I know how to wash clothes?
Ester:	Wen. Nalaing ka gayam.	Yes. I didn't know you were good at it.

35.2 Repetition-Substitution Drill. Kasano + nominalized verbal: ti panag-/iR-.

Kasano ti panaglabam?

How does one wash (clothes)?

ILOKANO LESSONS

_____ panagdait?	How does one sew?
_____ panagluto?	How does one cook?
_____ panagbasa?	How does one read?
_____ ibubulod ti igad?	How does one borrow a grater?
_____ igagatang ti ikamen?	How does one buy a mat?
_____ ilalagto tayo?	How do we jump?
_____ ipapan yo?	How do you go?

35.3 Sentence Formation Drill. Teacher cues verb bases; students form questions with kasano plus either of the nominalizing affixes: panag- or iR-.

Cue	Response
dait	Kasano ti panagdait/idadait?
luto	Kasano ti panagluto/iluluto?
lagto	_____
awid	_____
pan	_____
basa	_____
bulod	_____
inom	_____
kanta	_____
pinas	_____

35.4 Expansion Drill. Add an actor, an object, a locative, or any combination of these three to the above questions.

Pattern: Kasano ti panagdait iti kamisadentro?
 Kasano ti panagluto na iti pinakbet?
 Kasano ti ipapan tayo idia'y ili?

35.5 Repetition Drill. kas-¹+ / -toy 'like this' / -ta 'like that' / -diay 'like that over there'

Kastoy ti panagluto. This is the way to cook.
 Kasta ti panaglangoy. That's the way to swim.
 Kasdiay ti ilalagto. That (over there) is the way to jump.

35.6 Simple Substitution Drill.

LESSON THIRTY-FIVE

Cue		Response
	Model:	<u>Kastoy</u> ti panagdait iti bado.
Kasta		_____
Kasdiay		_____
	Model:	Kasdiay ti panag <u>basa</u> .
surat		_____
tugaw		_____
katawa		_____
laba		_____
	Model:	Kasta ti ila <u>lagto</u> .
bulod		_____
atang		_____
pan		_____
inom		_____
awid		_____

35.7 Substitution and Question and Answer Drill. Teacher cues a nominalizing affix; S₁ asks a kasano question; S₂ answers with kastoy/kasta/kasdiay.

Cue	Question	Response
panag	Kasano ti panagluto iti bistik?	Kastoy ti panagluto iti bistik.
iR	Kasano ti iyiinom iti agas?	Kastoy ti iyiinom iti agas.
_____	_____	_____
_____	_____	_____

35.8 Chain Drill. S₁ asks how an activity is done; S₂ demonstrates the process or points to an example and says kastoy/kasta/kasdiay _____.

- S₁ Kasano ti panagtugaw mo?
 S₂ Kastoy (and shows S₁ how she sits).
 Kasano ti panagtakder ni Carol?
 S₃ Kasdiay ti panagtakder na.
 Kasano ti panagbasa na?
 S₄ Kasta ti panagbasa na.
 Kdp.

35.9 Question and Answer Drill. S₁ asks how one does an activity; S₂ answers with an adjective or a verb.

ILOKANO LESSONS

Question

Kasano ti panagawid ta?
 Kasano ti panagbasa ni Ana?
 Kasano ti panagkatawa da?

Response

Agkaretela ta.
 Nalaing.
 Napigsa.

35.10 Transformation Drill. S₁ gives an affirmative statement; S₂ converts it to the negative.

Affirmative

Kastoy ti panagtugaw na.
 Kasdiay ti panagbasa mi.

Negative

Saan a kastoy ti panagtugaw na.
 Saan a kasdiay ti panagbasa mi.

35.11 Question and Answer Drill with kastoy/kasta/ kasdiay. Teacher asks an affirmative wen/saan question; S₁ answers, then he asks the negative form of the question; S₂ answers either affirmatively or negatively.

Question

T Kastoy ti panagpunas ti lamisaan?

S₁ Saan a kastoy ti panagpunas ti lamisaan?

S₂ _____

Response

S₁ Wen, kasta./Saan, kasdiay.

S₂ Saan man, kasta./Saan kasdiay.

35.12 Repetition and Substitution Drill with nominalized ag- and -um- verbs explaining a process.

Question

Kasano ti aglangoy?
 _____ surat
 _____ basa
 _____ luto
 _____ bumulod iti libro?
 _____ gatang _____
 _____ dawlat _____

Response

Kastoy ti aglangoy.
 Kasta ti agsurat.
 Kasdiay ti agbasa.
 Kasdiay ti agluto.
 Kasdiay ti bumulod iti libro.
 Kasdiay ti gumatang _____.
 Kastoy ti dumawat _____.

LESSON THIRTY-FIVE

35.13 Question and Answer Drill. Teacher cues bases for nominalized ag- or -um- verbs. S₁ asks a kasano question; S₂ answers with kastoy/kasta/kasdiay + ____.

Cue	Question	Response
basketbol	Kasano ti agbasketbol?	Kastoy ti agbasketbol.
maneho	_____	_____
langoy	_____	_____
drowing	_____	_____
pingpong	_____	_____
tenis	_____	_____
boling	_____	_____

35.14 Repetition Exercise. Asking about and explaining a procedure: use of sa, santo, umuna, intono.

Example:	Q	Kasano ti panagapoy? 'How does one steam rice?'
	R	Kastoy ti panagapoy. Umuna, sukatem ti bagas, samonto arasawen. Ipisok mo iti banga. Danumam samo rukuden ti danum na. Isaang mo. Paluagem aginggana ti maatianan, samonto linayen.

35.15 Repetition Drill. Giving directions: agpa + kas_____.

Question:	Kasano ti mapan idiy pos opis?	How does one go to the post office?
Responses:	Agpakasta ka.	You go that way.
	____ kastoy ____	You go this way.
	____ kasdiay ____	You go that way over there
	____ kuna ____	You go that way.
	____ abagatan ____	You go south.
	____ kanigid ____	You go left.
	____ kanawan ____	You go right.

35.16 Question and Answer Drill. S₁ asks to be directed to a place; S₂ answers with an expanded sentence.

Question	Response
Kasano ti mapan idiy estasyon ti bus?	Agpalaud ka, latta.

ILOKANO LESSONS

Question

Kasano ti mapan idia y munisipio (presidencia)?

Response

Agpakanawan ka no madanon mo idia y kalsada.

Refer to Appendix E, Section J for important places in towns and barrios.

35.17 Asking directions and giving a detailed response. Substitute other words for variation.

Question: Kasano ti mapan idia y pagkaseroan yo?

Response: Surotem daytoy a dalan sakanto agpakanawan iti umuna a kanto. Ti maikalima a balay iti katigid ti pagkaseroan mi.

#1 M₁ Sino ti pagpapukisam?² To whom will you go for a haircut?

M₂ Ti barbero. The barber.
Ni Pedro. Peter.

C₁ Sino ti pagpapukisam?
Ti barbero.

C₂ Sino ti pagpapukisam?
Ni Pedro.

35.18 Substitution Drill.

Cue

laba
dait
luto
plantsa 'press, iron'
suro
makinilya

Model:

Response

Sino ti pagpapukisam?
Sino ti pagpalabaam?

35.19 Chain Drill.

LESSON THIRTY-FIVE

- Pattern S₁ Sino ti
 1: pagpapukisam?
 S₂ Ni Pedro./Ti barbero.
 Pattern S₁ Sadino ti
 2: pagpapukisam?
 S₂ Idiay barberya.

Substitute on the underlined words.

35.20 Cumulative Drill. Follow this pattern.

- S₁ Papanam?
 S₂ Mapan ak agpapukis.
 S₁ Sino ti pagpapukisam?
 S₂ Ni Goryo.
 S₁ Sadino ti pagpapukisam?
 S₂ Idiay balay da.

Substitute on the underlined words.

35.21 Repetition Drill. The use of agpa + base + / ak pronoun / ni/ti ____ .

- | | |
|---------------------------------|---|
| Agpapukis ak. | I'll have a hair cut. |
| Agpadait ak iti badok. | I'll have a dress sewed (for myself). |
| Agpaagas ni Cesar. | Cesar will have himself treated for an ailment. |
| Agpatulong ak kenkuana. | I'll have her/him help me. |
| Agpabulod ak iti kuarta. | I'll have someone borrow money for me. |
| Agpaluto ni Maria iti kankanen. | Maria will have someone cook goodies. |

35.22 Simple Substitution Drill.

Cue

dait
 agas
 tulong
 bulod

Model:

Response

Agpaluto ak.

ILOKANO LESSONS

Cue

pukis
lako

Response

35.23 Question and Answer Drill. Use sino. S₁ asks a question; S₂ answers.

Example:	Sino ti agpapakis?	Ni John (ti agpapakis).
	Sino ti agpatulong?	Siak (ti agpatulong).

35.24 Response Drill. S₁ gives a statement; S₂ gives a comment.

Statement

Ado ti libro tayo.
Atiddog ti buok kon.
Awan bado mon.

Comment

Agpabulod tayo.
Agpapakis ka.
Agpadait ak.

35.25 Sentence Formation-Expansion Drill. Use masapol 'it is necessary' with the nominalized verb to express a needed process.

Masapol ti
agpapakis.
Masapol ti
agpadait.

It is necessary to have a haircut.

It is necessary to have a dress/shirt
sewed.

Then add a no 'if' phrase to the statement to explain the need.

Masapol ti agpapakis
no atiddog ti buok.
Masapol ti agpadait
no awan bado.

It is necessary to have a haircut if
one's hair is long.

It is necessary to have a dress/
shirt sewed when one has none.

35.15 Cumulative Activity.

LESSON THIRTY-FIVE

- (1) Explain a process.
 - (a) how to fix a recipe
 - (b) how to wash plates
 - (c) how to clean a room
 - (d) how to build an airplane model
 - (e) how to hunt a deer etc.
- (2)
 - (a) Direct a stranger to certain part(s) of the town.
 - (b) Guide tourists around the city, the town, or the campus.

35.16 Supplemental Dialogue.

John:	Atiddog ti buok kon. Kayat ko kuma ti agpapukis. Adda ngata barbero dito?	My hair is already long. I would like to have a haircut. Is there a barber here?
Pedro:	Adda met barberya ket dita laud ti tiendaan.	There's a barber shop west of the store.
John:	Isurom man kaniak ta mapanak to no madamdama.	Will you teach me how to get there because I'll go (to the place) later.
Pedro:	Surotem daytoy a dalan sakanto agpa-abagatan idia balay da tata Berto. Ti maikadua a balay ti barberya ni Immong.	Follow this road, then turn south at the house of Uncle Berto. The second house is Immong's house. (‘Uncle’, here, is a term of respect for non-relatives.

VOCABULARY

agapoy	to steam rice
agas	medicine
agboling	to play bowling
agdrowing	to draw
aginggana	until
agmaneho	to drive (a vehicle)
agpakuna	to go in an indefinite direction
agpingpong	to play pingpong
agtenis	to play tennis

ILOKANO LESSONS

arasawen	to wash (vegetables, fruits, uncooked rice)
banga	clay pot
bistik	beef steak
kalpasan	afterwards
kanawan	right (hand)
kanigid	left (hand)
kanto	corner
kasdiay	that (yonder) way
kasta	that way
kastoy	this way
kawes	clothes
danuman	to put water (on something)
gawgawan	to rinse (clothes and the like)
gelgelen	to rub (clothes and the like)
ipisok	to put into the pot preparatory to cooking
isalapay	to hang in order to dry (clothes, etc.)
linayen	to cook well and evenly (usually said of rice)
maatianan	to dry up (said of something being cooked)
maikalima	fifth
munisipio	municipal hall
pagkaseroan	boarding house
pekkelen	to squeeze (something)
plantsa	press, iron
pukis	haircut
rukuden	to measure
sukaten	to measure
uppran	to soak

SUPPLEMENTARY LESSON TO LESSON THIRTY-FIVE

kas + / oblique pronouns / la + adjective/noun

S35.1 Repetition Drill. kas + oblique pronouns + / ni/ti / nga
+ / noun / verb / adjective

Kaskaniak ni Juana.	Juana is like me.
Kaskenka ni Elena.	Elena is like you.
Kaskenkuana ni Chris.	Chris is like her/him.
Kaskadata nga Ilokano ni Juan.	Juan is an Ilokano like us.
Kaskadakami nga Amerikano ni Chris.	Chris is an American like us.
Kaskadatayo nga agbasbasa ni David.	David is a student like us.
Kaskadakayo nga agdadait ni Maria.	Maria is a seamstress like you.
Kaskadakuada a nalaing ni Juan.	Juan is intelligent like them.

S35.2 Simple Substitution Drill.

Cue	Model:	Response
kenka		Kaskaniak ni Juan.
kenkuana		_____
kadata		_____
kadakami		_____
kadakayo		_____
kadatayo		_____
kadakuada		_____

S35.3 Comprehension Drill. Teacher gives a sentence in English; students translate it into Ilokano.

English	Ilokano
Chris is like us (dual).	Kaskadata ni Chris.
John is like them.	_____

ILOKANO LESSONS

English

Pedro is like us (excl).

Ilokano

S35.4 Repetition Drill. kasla + / noun/adjective

Kasla ubing ni Maria.

Kasla lakay daydiay ubing.

Kasla maestra dayta babai.

Kasla nasingpet ni John.

Kasla nalaing ni Pedro.

Maria is like a child.

The child is like an old man.

That girl is like a teacher.

John seems good.

Pedro looks bright.

S35.5 Simple Substitution Drill.

Cue

maestro

babai

nalaing

nalukmeg

Model:

Response

Kasla ubing ni Juan.

S35.6 Translation Drill. English to Ilokano.

Elena is like an American.

John looks big.

Chris is like a queen (reyna).

Dorothy is like a man.

LESSON THIRTY-SIX

(Maikatallopulo ket Innem a Leksion)

pag- (instrumental focus)¹

36.1 Dialogue.

Situation:	Two classmates discuss an extra-curricular assignment.	
Aida:	Ania ti aramiden tayo para iti programa tayo intono Domingo?	What shall we do for the program on Sunday?
Jose:	Agaramid tayo iti bassit a kalapaw a pagdekorasyon iti entablado.	We shall make a small hut to decorate the stage with.
Aida:	Ado ngata ti masapol tayo a pagaramid ti kalapaw?	Do we need much to make a hut?
Jose:	Saan. Mangala tayo latta ti nipa ken kawayan idia y talon.	No. We'll just get some thatch palm and bamboo in the field.
Aida:	Ay wen. Pagatep tayo daydiay nipa ken pagdiding tayo met daydiay kawayan.	Oh, yes. We shall use the thatch palm for a roof and we shall use the bamboo for walls.

36.2 Repetition Drill. The infinitive form of the pag- verb.

Pagsurat mo daytoy.	Use this to write with.
Pagbadok dayta.	I'll use that to dress with.
Pagpunas ta daydiay nisnis.	We'll use that rag to wipe with.
Paglampaso tayo daytoy bunot.	We'll use this coconut husk to scrub with.

ILOKANO LESSONS

Pagdigos mi daytoy danom.	We'll use this water to bathe with.
Pagdait da dayta panait.	They'll use that thread to sew with.
Pagtualia yo daydiay.	Use that for a towel.

36.3 Simple Substitution Drill.

Cue	Model:	Response
		Pag badok daytoy.
surat		_____
punas		_____
lampaso		_____
digos		_____
dait		_____
tualia		_____
mula		_____

36.4 Sentence Formation Drill. Use nouns you use every day with pag-. You may consult Appendix E, Sections M, N, O for clothing, utensils, etc.

Example: Pagtsinelas ko daytoy.
 Pagsipilyok daytoy.
 Pagtualiak daydiay.
 Pagbadok dayta.

36.5 Question and Answer Drills. S₁ asks questions; S₂ answers.

(1) with ania

Question	Response
Ania ti pagbadom?	Daytay puraw.
Ania ti pagsurat ko?	Daytoy lapis ko.
Ania ti paglampaso na?	Dayta bunot. 'The coconut husk.'
<u>Ania ti pagkali mi?</u>	Dayta <u>barreta</u> . 'The crowbar.'

LESSON THIRTY-SIX

(2) with adda/awan

Adda pagsurat yo?
Awan pagdait mo?

Adda./Awan.
Adda./Awan.

(3) with ayan na

Ayan na daytay pagdait mo?
Ayan na daytay pagpunas ta?
Ayan na ti pagbadok?

Addaytoy (Adda ditoy).
Addaydiay (Adda idiyay).
Addayta (Adda dita).

(4) with kayat

Kayat mo a pagsurat daytoy
lapis ko?
Kayat yo a pagtualia daydiay?

Wen./Saan.
Wen./Saan.

36.6 Expansion Drill. Join two clauses with no 'if'.

Daytoy ti pagdait mo no agdait ka.
Daydiay ti pagpunas yo no agpunas kayo.

36.7 Expansion Drill. Use no saan 'if not' in the first clause.
Note the verb forms.

No saan mo a pagdigos daytoy, alaen na.
No saan yo a pagsurat dayta, idulin ko.
No saan ta a pagpunas daydiay, ited ko kenni Rosa.

36.8 Transformation and Expansion Drill. Teacher gives a sentence; S₁ changes the verb to the future; S₂ gives a time expression.

ILOKANO LESSONS

Example:

- (1) T Pagbadom dayta puraw.
S₁ Pagbadomto dayta puraw.
S₂ Pagbadomto dayta puraw intono bigat.
- (2) T Pagtualia ta dayta dakkell.
S₁ Pagtualia tanto dayta dakkell.
S₂ Pagtualia tanto dayta dakkell intono Domingo.

36.9 Repetition Drill. Progressive form of pag-.

Pagbadbadok daytoy puraw.
Pagdigdigos na dayta danum a napudot.
Pagsursurat da dagiti lapis.
Paglamlampaso yo dagita ragragas.
Pagpunpunas na ti nisnis.
Pagdadait tayo ti makina.

36.10 Simple Substitution Drill.

<u>Cue</u>		<u>Response</u>
	Model:	Pagbadbadok daytoy.
surat		_____
dait		_____
punas		_____
tualia		_____
lampaso		_____
awit		_____
pinggan		_____

36.11 Repetition Drill. The progressive form with time expressions: kanayon 'always'; no dadduma 'sometimes'; pasaray 'once in a while'.

- (1) Pagbadbado na dayta asul a binigat.
Pagsursurat ko daytoy lapis a kanayon.
Pagdadait mi dayta panait mo no dadduma.
- (2) Pasaray da pagtagbat dayta buneng mo.
No dadduma pagsursurat da dayta bolpen mo.
Kanayon da a paglampaso dayta bunot.

LESSON THIRTY-SIX

36.12 Sentence Formation Drill. Make sentences with verbs in the progressive form. Use time expressions similar to those in 36.11.

Example: Paglinlinis ko daytoy a kanayon.
Pasaray mi pagpunpunas dayta.

36.13 Expansion Drill. Add pay la (laeng) 'still' to a wen/saan question. S₁ asks a question; S₂ answers. Notice the en 'already' in the response. Consult Appendix E, Section V for adjectives.

Question	Response
Pagbadbado na pay la daydiay puraw?	Wen./Saanen.
Pagsursurat yo pay la dayta lapis a bassit?	Wen./Saanen.
Pagdadait da pay la dayta panait a napuskol?	Wen./Saanen.
Pagkalkali yo pay la dayta barreta?	Wen./Saanen.
_____	_____
_____	_____

36.14 Presentation. The past form of pag- is pinag-. Teacher asks a student to do something. Afterwards teacher and students talk about the activity.

Example:

T: John, pagsurat mo daytoy tisa.
John: (Writes with piece of chalk.)
T: Pinagsurat ni John daydiay tisa. (addressing John)
Ania ti inaramid mo dita tisa?
John: Pinagsurat ko daytoy tisa.
T: (addressing class) Ania ti pinagsurat ni John?
Class: Tisa ti pinagsurat ni John.

36.15 Simple Substitution Drill.

Cue	Response
Model:	Pinagsurat mo daytoy?
dait	_____
punas	_____
digos	_____
awit	_____
sapatos	_____
tungo	_____

ILOKANO LESSONS

Cue

innaw

Response

36.16 Question and Answer Drill. Ask ania ti _____ and yes/no questions alternately, to be answered accordingly.

- Pattern:
- | | |
|----------------|------------------------------|
| S ₁ | Ania ti pinagsurat mo? |
| S ₂ | Daytoy (ti pinagsurat ko). |
| | Pinagsurat mo daytoy? |
| S ₃ | Wen./Saan. |
| | or |
| S ₂ | Saan mo a pinagsurat daytoy? |
| S ₃ | Saan man./Saan. |

36.17 Repetition Drill. Past progressive form (optional).

Pinagsursurat ko ta lapis idi rabii.

Pinagdadaid na ta dagom idi kalman.

Pinagpunpunas ta dayta rigis itay napan a domingo.

Pinagtutualia mi dayta idi awan ka.

36.18 Simple Substitution Drill.

Cue

dait
punas
tualia
digos
lampaso

Model:

Response

Pinagsursurat na dayta idi.

36.19 Question and Answer Drill with ania.

Question

Ania ti pinagpunpunas na idi?

Ania ti pinagdadaid mo idi?

Response

Daytoy.

Daydiay.

36.20 Cumulative Practice.

LESSON THIRTY-SIX

- (1) Tell the class what they can use to do certain activities.
- (2) Pretend that after telling a new maid her duties, you show her the cleaning materials, the cooking utensils, etc.

36.21 Supplementary Dialogue.

Lita:	Ania daytoy?	What's this?
Sara:	Dayta ti pagkagkagay ni Nana Barang no nalamek.	That's what Nana Barang uses for a shawl when it's cold.
Lita:	Ania met ti pagul-ules na?	And what does she use for a blanket?
Sara:	Daytay burbur a napuskol.	The thick furry one.
Lita:	Ket pagpanpandiling na met la di inted ko?	Does she ever use the long skirt I gave her?
Sara:	Wen a, patinayon. Pinagpandiling na man idi kalmanen.	Oh yes, very often. She used it again yesterday.

VOCABULARY

aginnaw	to wash dishes
ala	get
buneng	bolo, machete
bunot	coconut husk 308
kali	dig
kanayon	always
dagom	needle
idulin	keep
innaw	wash dishes
lampaso	polish (the floor) with a coconut husk
mula	plant
nadadael	destroyed, broken
napuskol	thick
narugit	dirty
nisnis	rag for wiping
panait	thread
pasaray	occasionally, sometimes
rigis	rag
sepilyo	toothbrush
tsinelas	slippers

ILOKANO LESSONS

tualia
tungo

towel
firewood

LESSON THIRTY-SEVEN

(Maikatallopulo ket Pito a Leksion)

i...an verb (benefactive focus)

37.1 Dialogue.

Situation:	Bill asks Tomas to buy him something.	
Bill:	Tomas, igatangannak man iti kayo ta iyaramidak ni Laura ti lamisaan na.	Tom, will you please buy some wood because I'll make Laura a table?
Tomas:	Ania a kayo ti kayat mo?	What kind of wood do you like?
Bill:	Daydiay narra tapno nalagda.	Narra so it's durable.
Tomas:	Wen. Igatangan kanto intono bigat. Apay, kasangay kadi ni Laura iti mabiit?	Yes. I'll buy you some tomorrow. Why, is it Laura's birthday soon?
Bill:	Wen. Intono Huebes.	Yes. On Thursday.

37.2 Repetition Drill. Non-past form of the i...an verb.

Base

dait	Idaitak ni Maria iti bado na. ¹	I'll sew Maria a dress. (literally: I'll sew Maria a dress for her.)
luto	Ilutoam ni Doris iti kanen na.	You cook Doris some food. (literally: You cook Doris her food.)
gatang	Igatangan na ni Elena iti sapatos na.	He/She will buy a pair of shoes for Elena.
bulod	Ibulodan ta ni Mr. Smith iti libro.	We will borrow a book for Mr. Smith.
laba	Ilabaan mi ni Tata Berto.	We will wash (clothes) for Uncle Berto.

ILOKANO LESSONS

Base

surat	Isuratan tayo ti lakay.	Let's write (a letter) for the old man.
awat	Iyawatan yo iti danom dayta ubing.	(You) hand the child some water.
sagana	Isaganaan da ti bisita iti kuarto.	They prepare a room for the guest.
pili	Ipilyan ni Nanang ni Lina iti relona.	Mother chooses a watch for Lina.

37.3 Simple Substitution Drill.

Cue

Model:

Response

Isaganaak ni Nanang.

mo

na

ta

mi

tayo

yo

da

ni Luz

da Rosa

ti babai

dagiti lallaki

37.4 Sentence Formation Drill. Teacher cues bases; students form commands.

Cue

dait

e.g.

Response

Idaitam ni Maria iti bado na.

gatang

luto

bulod

laba

surat

awat

sagana

pili

LESSON THIRTY-SEVEN

37.5 Question and Answer Drill. S₁ asks sino/ siasino questions; S₂ answers in short responses. Use the same bases as in 37.4.

Question

Sino ti idaitam iti bado?
Sino ti igatangan ta iti libro?

Response

Ni Maria.
Ti/Daytay ubing.

37.6 Question and Answer Drill. S₁ asks ania questions; S₂ answers. Notice the verb form in the question and the oblique construction.

Question

Ania ti daitem para kenni Maria? 'What will you sew for Maria?'
Ania ti gatangen ta para iti/itay ubing? 'What shall we buy for the child?'
Ania ti isurat ta para kenkuana? 'What shall we write for him/her?'

Response

Bado
(na).
Libro
(na).
Daniw.

37.7 Transformation Drill. Change the infinitive form to the future. S₁ gives a sentence with the verb in the infinitive form; S₂ changes the verb to the future.

Infinitive

S₁ Ibulodak ni Juan iti maleta.
S₂ Isaganaan mi ti bisita.

Future

S₂ Ibulodak to ni Juan iti maleta.
S₃ Isaganaan minto ti bisita.

37.8 Expansion Drill. Add a future time expression to the sentences in 37.7. Consult your list of time expressions in Appendix E, Section B.

Ibulodam to ni Juan iti maleta intono bigat.
Isaganaan min to ti bisita intono madamdama.

ILOKANO LESSONS

37.9 Question and Answer Drill. Question word kaano + nominalized verbal. Notice the oblique construction again. S₁ asks a question; S₂ answers.

Question

Kaano ti ibubulod mo iti maleta para kenni Juan?

Kaano ti panagsagana mi para iti bisita?

Response

Intono bigat.

Intono madamdama.

37.10 Chain Drill. Follow this pattern.

Q Ania ti aramidem?/Ania ti kuaem?

R Igatangak iti libro ni Ana intono umay a domingo.

(Ask sino, ania, and kaano questions on this statement.)

Q Sino ti igatangam iti libro?

R Ni Ana.

Q Sino ti gumatang?

R Siak.

Q Ania ti gatamgem?

R Libro.

Q Kaano ti panaggatang mo?

R Intono umay a domingo.

You may add a locative to the statement if you want to. Substitute other words for the underlined words.

37.11 Repetition-Substitution Drill. The double pronoun.²

(1) Igatangannak iti
singsing.

_____ na ka

_____ na ta

_____ na kami

You or he/she buys (for) me a ring.

He/She buys you a ring.

_____ us _____

_____ us _____

LESSON THIRTY-SEVEN

_____ na tayo _____ _____ na ida _____ _____ na ni Rosa _____ _____ na da Rosa _____ _____	_____ us _____ _____ them _____ _____ Rosa _____ _____ Rosa and others _____ _____
--	--

- (2) The plural form. Use da instead of na in the preceding sentences.

Igatangan dak iti singsing.
 Igatangan da ka _____
 _____ da ta _____
 _____ da kami _____
 _____ da tayo _____
 _____ da ida _____
 _____ da ni Rosa _____
 _____ da da Rosa _____

37.12 Use other verb bases with double pronouns.

Base

bulod	Example:	Ibulodan na ka iti maleta.
surat		Isuratan na kami iti daniw.
awat		_____
ala		_____
sagana		_____
luto		_____
pili		_____

37.13 Chain Drill. Follow this pattern. Substitute other words for the underlined ones.

S1 Itutoan nak man iti adobo?

S2 Apay, dimo ammo ti agluto iti adobo?

S1 Saan man, ngem masado ak.

Yes but I'm lazy.

37.14 Repetition Drill. Progressive form of i...an verbs. Contrast the infinitive with the progressive form.

ILOKANO LESSONS

Infinitive

Igatangak ni Maria iti bado na.
 Ilabaam ni Rosa.
 Ibulodan ta ni Rey ti libro.
 Isaganaan tayo ti bisita.
 Idaitan tayo ti ubing iti pantalon na.

Progressive

Igatgatangak ni Maria iti bado na.
 Ilablabaam ni Rosa.
 Ibulbulodan ta ni Rey ti libro.
 Isagsaganaan tayo ti bisita.
 Idadaitan tayo ti ubing iti pantalon na.

37.15 Simple Substitution Drill.

Cue

Model:

Response

Igatgatangak ti ubing.

dait
 bulod
 surat
 pili
 sagana
 luto
 laba
 awat

37.16 Transformation Drill. S₁ gives a statement in the infinitive; S₂ changes it to the progressive form using the bases used in 37.15.

Infinitive

Igatangak ni Ana iti sapatos.
 Ilabaam ti kabsat mo.

Progressive

Igatgatangak ni Ana iti sapatos.
 Ilablabaam ti kabsat mo.

37.17 Transformation Drill. S₁ forms a command; S₂ negates it.

Example: S₁ Idaitam ni Maria iti bado na.

S₂ Saan mo nga idaitan ni Maria iti bado na.

LESSON THIRTY-SEVEN

37.18 Question and Answer Drill. S₁ asks an ania ti ar-aramiden/kukuaen question; S₂ answers with the progressive form.

Question

Ania ti ar-aramidem?

Ania ti kukuaen yo?

Response

Isagsaganak ti lutuek.

Iyaw-awat mi ti kuarta kenkuana.

37.19 Sentence Formation Drills.

- (1) Use ta 'because' to join two clauses: the first clause to contain the progressive form; the second to start with adda/awan.

e.g. Isagsaganak ti lutuek ta adda bisitak.

Idadaitan mi ti bado na ta awan ti bado na.

- (2) Join two clauses with idi 'when', 'while'.

e.g. Idadaitak ni Maria iti bado na idi immay ka.

Isagsaganaan mi iti kuarto na idi immayab. (ayab 'call')

37.20 Expansion Drill. Add a time expression to sentences in the progressive form. S₁ gives a sentence; teacher cues a time expression in English; S₂ expands S₁'s sentence.

S₁

Idadaitak ni

Maria.

Ilablabaan na.

Cue

sometimes

always

now

every day

every

night

S₂

Idadaitak ni Maria no

dadduma.

Ilablabaan na a patinayon.

ILOKANO LESSONS

37.21 Repetition Drill. Contrast the progressive and the past form of the i...an verb.

Progressive

Iyaw-awatak iti danom ni Miss Lopez.
 Isagsaganaan da ni Rosa iti kuentas na (necklace).
 Idadaitan mi ti babai iti bado na.
 Ilutlutuan ni Rosa dagiti estudiante.

Past

Inyawatak iti danom ni Miss Lopez.
 Insaganaan da ni Rosa iti kuentas na.
 Indaitan mi ti babai iti bado na.
 Inlutuan ni Rosa dagiti estudiante.

37.22 Simple Substitution Drill.

Cue

Model:

Response

Indaitak ti ubing.

gatang
 awat
 surat
 bulod
 laba
 sagana
 pili
 luto

37.23 Sentence Formation Drill. Form sentences in the past with the verb bases used in 37.22.

Example: Ingatangak ti ubing iti kendi (candy).
 Inlabaam ni Rosa.

37.24 Transformation Drill. S₁ gives a statement in the infinitive; S₂ changes it to progressive; S₃ changes it to past.

Non-past

Ibulodak ni Juan
 iti libro.
 Iyawatam ti
 lalaki iti baso.

Progressive

Ibulbulodak ni
 Juan iti libro.
 Iyaw-awatam ti
 lalaki iti baso.

Past

Imbulodak ni
 Juan iti libro.
 Inyawatam ti
 lalaki iti baso.

LESSON THIRTY-SEVEN

Non-past

Progressive

Past

37.25 Expansion Drill. Add a time expression to the sentences formed in 37.24. Vary the exercise by giving various acceptable word orders.

Example: Ingatangak ti ubing iti kendi idi kalman.
 Idi kalman ingatangak ti ubing iti kendi.
 Imbulodam ni Mr. Ruiz iti libro itay bigat.
 Itay bigat imbulodam ni Mr. Ruiz iti libro.

37.26 Transformation Drill. Teacher gives an affirmative statement; S₁ transforms it to a question; S₂ answers in the affirmative or negative.

Example: T Ingatangam ni nanang mo iti mansanas.
 S₁ Ingatangam ni nanang mo iti mansanas?
 S₂ Saan, diak ingatangan./Saan man ingatangak.

37.27 Chain Drill. Students ask and answer questions following the given pattern. At the end, a student puts the details together in an expanded sentence.

S₁ Imbulodak ni Ana.

S₂ Iti ania?

S₁ Iti libro.

S₂ Kaano?

S₁ Idi kalman.

S₂ Sadino?

S₁ Idiay laybrari.

S₃ Imbulodam ni Ana iti libro idi kalman idiay laybrari.

37.28 Expansion Drill. Join two clauses with sa 'then' as in the following.

Pattern: Inlutoan na ti anak na sana inikkan iti kuarta.

ILOKANO LESSONS

Ingatangak ni Rosa iti payong sako imbulodan iti kapote.

37.29 Cumulative Practice.

- (1) Request someone to do several things for you.
- (2) Tell the class what your host family does for you.
- (3) Write your family about what your host did for you in training.

37.30 Supplemental Dialogue.

Diana:	Itarimaan mo man daytoy aritos ko?	Will you please fix my earrings?
Carla:	Apay?	Why?
Diana:	Igatangak ti paris na a singsing.	I shall buy a matching ring.
Carla:	Ingatangam ni Rita iti kuentas nan?	Have you bought Rita a necklace yet?
Diana:	Saan pay.	Not yet.
Carla:	Kaano ti igatangang mo?	When will you buy (one)?
Diana:	Intono umay a bulan.	Next month.
Carla:	Ipiliam iti napintas, wen?	Pick a nice one for her, will you?
Diana:	Wen, isagsaganak pay iti bado na.	Yes. I'm even preparing a dress for her.

VOCABULARY

aritos	earrings
ayab	call
bisita	guest, visitor
kasangay	birthday
kuentas	necklace
lakay	old man
nalagda	durable
narra	narra tree
pantalon	pants

LESSON THIRTY-SEVEN

pili
sagana
singsing
umayab

choose
prepare
ring
to call

LESSON THIRTY-EIGHT

(Maikatallopulo ket Walo a Leksion)

-an verb (locative focus)

38.1 Dialogue.

Situation:	Two teachers plan on how to raise funds.	
Elena:	Sino ngata ti gumatang iti balota?	Who would want to buy ballots, I wonder?
Aida:	Awan ammok. Ngem apay dita la kuma dawatan dagiti PTA iti kontribusionen?	I don't know of any, but why don't we just ask the PTA members for contributions?
Elena:	Ay wen. Nasayaat sa no kantaan ta ida nga umuna tapno mangted da.	Oh, yes. I think it would be better if we sing to them first so that they'll give some contribution.
Aida:	Saan, saritaan ta la idan.	No, let's just talk them into it.

38.2 Repetition Drill. The infinitive form of the -an verb.

Base		
gatang	Ni Nana Odiang ti gatangak iti prutas.	Nana Odiang is the one from whom I will buy fruits.
bulod	Da Juan ti bulodan mi iti kuarta.	Juan and company are the ones from whom we will borrow money.
kanta	Kantaam ta ubing.	Sing to the child.
lako	Lakoan tayo ni Rosa iti balota.	Let's sell Rosa some ballots.
dawat	Dakami ti dawatan yo iti kontribusion.	We are the ones from whom you will ask for contribution.

LESSON THIRTY-EIGHT

Base

tulong	Tulongam dagiti tattao.	Help the people.
punas	Punasak daytoy lamisaan.	I'll wipe (clean) this table.

38.3 Simple Substitution Drill.

Cue

Response

Model: Ni Mrs. Fernandez ti gatangan yo iti bagas.

dawat
lako
bulod

Model: Lakoan tayo ni Rosa.

dawat
kanta
bulod

Model: Siak ti gatangan yo iti libro.

sika
isu
dakami
data
isuda
ni
Pedro
da Juan

38.4 Sentence Formation Drill. Teacher cues verb bases; students form sentences with -an verbs.

Cue

Response

bulod Bulodan yo ni Rosa iti bagas.

gangang
lako
punas
dawat
kanta
tulong

ILOKANO LESSONS

38.5 Question and Answer Drill. Ask sino and ania questions based on sentences similar to the ones formed in 38.4. S₁ gives a statement; S₂ asks an ania question; S₃ answers; S₄ asks a sino question; S₅ answers.

Example: S₁ Ni Mrs. Fernandez ti gatangan yo iti patis.
S₂ Ania ti gatangen yo?
S₃ Patis.
S₄ Sino ti gatangan yo?
S₅ Ni Mrs. Fernandez.

38.6 Question and Answer Drill. Ask sadino questions using the infinitive form of -an verbs.

Question

Sadino ti gatangan yo iti patis?
Sadino bulodan ta iti kotse?

Response

Idiay tiendaan.
Dita garahe.

38.7 Transformation Drill. (a review) Change the infinitive form to the future by adding the future marker to to the appropriate word in the sentence.

Infinitive

Example:

Future

Ni Maria ti gatangakto iti nateng.

Ni Maria ti gatangakto iti nateng.
Ni Miss Santos ti bulodan tayo iti libro.

Kantaak ti anak ni Dora.

Lakoan mi dagiti estudiante iti kuaderno.

Ikkan tayo ni Dr. Sian iti retrato.

38.8 Repetition Drill. The progressive form of the -an verb.¹

Gatgatangan mi ni Mrs. Ruiz
iti nateng.

We are buying vegetables
from Mrs. Ruiz.

Laklakoan yo dagiti
estudiante iti magasin.

You are selling magazines to
the students.

LESSON THIRTY-EIGHT

Ik-ikkam ni Celia iti
sabsabong.

You are giving Celia flowers.

38.9 Simple Substitution Drill.

Cue	Response
Model:	Laklakoan mi ni Juana iti sabong.
dawat	_____
bulod	_____
gatang	_____

38.10 Sentence Formation Drill. Write time expressions and nouns on the board. Teacher or student-volunteer cues verb bases. Students form sentences. (On the board)

Time Expressions	Nouns	Cue
kanayon	sabsabong	dawat
inaldaw	nateng	gatang
tunggal rabii	radio	bulod
tunggal Sabado	kotse	ala
minalem	libro	lako
binulan	lamisaan	punas
binigat	papel	dawat

Example: Dawdawatak ni Rosa iti sabsabong a kanayon.

38.11 Question and Answer Drill. sino + ngata _____ + time expression showing regularity or habitual action.

Question	Response
Sino ngata ti bulbulodan da iti kuarta a kanayon/patinayon?	Ni Mr. Fernandez.
Sino ngata ti kankantaan da nga inaldaw?	Isuda.
Sino ngata ti gatgatangan da iti bagas tunggal aldaw?	Dakami.
_____	_____

(Use other bases with other time expressions.)

38.12 Repetition Drill. The past tense of the -an verb.²

Linakoan mi ni Mrs. Cortes
iti singsing.

We sold Mrs. Cortes a ring.

ILOKANO LESSONS

Inikkan da daydiay agpalalama iti bagas.	They gave the beggar some rice.
Ni Baket Rosa ti ginatangan da iti nateng.	They bought vegetables from Old Lady Rosa.
Ni Maestra ti binulodan da iti libro.	We borrowed the books from Teacher.
Ti PTA ti dinawatan mi iti kontribusion.	We asked the PTA for contributions.

38.13 Simple Substitution Drill.

Cue	Response
Model: gatang bulod	Ti PTA ti dinawatan mi iti libro.
Model: bulod kanta tulong	Linakoan mi da Rosa.

38.14 Sentence Formation Drill. Time expressions are written on the blackboard. Teacher cues verb bases; students form sentences with -an verbs in the past tense. The first sentence serves as model. (On the board)

Time Expressions	Cue	Response
idi kalman	dawat	Ni Juan ti dinawatak iti papel idi kalman.
itay	kanta	_____
idi naminsan nga	_____	_____
aldaw	_____	_____
itay malem	_____	_____
idi Domingo	_____	_____
itay alas onse	_____	_____

38.15 Question and Answer Drill. Teacher gives an affirmative or negative statement; S₁ changes it to a question; S₂ answers.

Statement	Question	Response
Linakoam ni Rita iti singsing.	Linakoam ni Rita iti singsing?	Saan, diak linakoan.

LESSON THIRTY-EIGHT

Statement	Question	Response
Saan mo a dinawatan iti kontribusion ti maestram.	Saan mo a dinawatan iti kontribusion ti maestram?	Saan man, dinawatak.
_____	_____	_____
_____	_____	_____

38.16 Transformation Drill. Teacher gives a statement with a verb in the infinitive form; S₁ changes it to the future; S₂ changes it to the progressive; S₃ changes it to the past.

T	Infinitive	Ni Rosa ti gatangan ni Maria iti singsing.
S ₁	Future	_____ gatanganto _____
S ₂	Progressive	_____ gatatangan _____
S ₃	Past	_____ ginatangan _____

Do this with other verb bases.

38.17 Expansion Drill. Add a locative and a time expression to the sentences formed in 38.16.

Example: Ni Rosa ti gatangan ni Maria iti singsing idiay
 Manila intono malem.

38.18 Question and Answer Drill. S₁ gives a statement using the -an verb in any tense; other students ask and answer sino, ania, kaano, sadino questions about the statement.

Example: S ₁	Ni Mrs. Lim ti binulodak iti tugaw idiay laybrari idi kalman.
Q	Sino ti binulodam iti tugaw?
R	Ni Mrs. Lim.
Q	Ania ti binulod mo?
R	Tugaw.
Q	Sadino?
R	Idiay laybrari.
Q	Kaano?
R	Idi kalman.

38.19 Cumulative Practice.

ILOKANO LESSONS

- (1) Every student makes a list of five verb bases to be used with -an. Have students give sentences using the verbs listed.³
- (2) Use the same verbs in the past, the future, and the progressive forms.

38.20 Supplemental Dialogue.

Situation:	A housewife talks to her maid.	
Housewife:	Maria, tultulungam met la ni Juan nga agdalos?	Maria, do you help John clean (the house)?
Maria:	Wen, Nana, inaldaw.	Yes, Aunt, every day. (‘Aunt’, here, is a term of respect for older non-relatives.)
Housewife:	Linakoam met la ni Miss Cortes iti daing?	Did you sell Miss Cortes some dried fish?
Maria:	Saan pay Nana. Intono bigat ti kunana.	Not yet, Aunt. She said (she’ll buy) tomorrow. 328
Housewife:	Dimo lipatan a bayadan daytay lakay no madamdama.	Don’t forget to pay the old man later.
Maria:	Wen, Nana.	Yes, Aunt. (meaning: No, Aunt, I won’t forget.)

VOCABULARY

balota	ballots
kontribusion	contribution
kuaderno	notebook
kuarta	money
daing	dried fish
ikkan	to give (something to somebody)
ited	to give (something)
lipatan	to forget
mangted	to give
patis	salted fish sauce

LESSON THIRTY-EIGHT

sarita
tapno
tunggal

talk
so that
every

LESSON THIRTY-NINE

(Maikatallopulo ket Siam a Leksion)

maka- verb (actor focus)

naka- adjective-like function

39.1 Dialogue.

Situation: Visiting a sick person.

Sita:	Kumusta ti panagriknam?	How do you feel?
Dora:	Kaasi ni Apo Dios, naimbag akon.	By God's mercy, I'm well now.
Sita:	Makabangon kan?	Can you get up yet?
Dora:	Wen, makapagna ak payen.	Yes, I can even walk already.
Sita:	Makapan kanto ngata idia y eskuela inton Lunesen?	Do you think you can already go to class on Monday?
Dora:	Barbareng no mabalinton. Kitaekto.	I hope it will be possible then. I'll see.

39.2 Repetition Drill, maka- verb.

(1) Maka + base to express ability

Makakanta ni Rosa.	Rose can sing.
Makabasa dayta ubing.	That child can read.
Makadait ni Jose.	Joseph can sew.
Makauli da.	They can climb.
Makasala ka.	You can dance.
Makabado ni Ester.	Esther can put on her dress.

(2) Maka- + Rbase to express desire or urge or feeling

Makakankanta ak.	I feel like singing.
Makasalsala ak.	I feel like dancing.
Makaul-uli ak iti niog.	I feel like climbing a coconut tree.
Makadadait ak iti bado.	I feel like sewing a dress.

LESSON THIRTY-NINE

39.3 Simple Substitution Drill. The use of maka-to express ability.

Cue	Model:	Response
		Makakanta ak.
uli		_____
sala		_____
dait		_____
basa		_____
pan		_____

39.4 Sentence Formation Drill. Teacher cues verb base; students form sentences with maka- + an object. (maka- to express ability)

Cue	Response
uli	Makauli ak iti kayo.
dait	Makadait iti pantalon ni Jose.
kanta	_____
laba	_____
basa	_____

39.5 Question and Answer Drill with sino. S1 asks; S2 answers.

Question	Response
Sino ti makadait?	Siak (ti makadait).
Sino ti makakanta?	Isuda (ti makakanta).
Sino ti makasala?	Dakami (ti makasala).
_____	_____
_____	_____
_____	_____

39.6 Substitution Question and Answer Drill with ania + ti maaramid _____. Choose the bases you want to use.

Question	Response
Ania ti maaramid <u>mo</u> ?	Makakanta ak.
_____ na?	Makasala.
_____ ta?	_____
_____ tayo?	_____
_____ mi?	_____
_____ yo?	_____

ILOKANO LESSONS

Question		Response
_____	da?	_____
_____	ko?	_____
_____	ni Juan?	_____
_____	da Rosa?	_____
_____	ti lalaki	_____
_____	dagiti babbai	_____

39.7 Chain Drill. Follow this pattern. Substitute appropriate words for the underlined ones.

Q Sino ti makakanta?

R Siak.

Q Ania pay ti maaramid mo?

R Makasala ak pay.

39.8 Chain Drill. Use of wen/saan questions; pay 'also'; ngarud 'then'; laeng 'only'. Choose your bases.

Pattern Q Makakanta ka?

1:

R Saan.

Q Ania ngarud ti maaramid
mo?

R Makasala ak.

Pattern Q Makaluto ka?

2:

R Wen.

Q Ania pay ti maaramid mo?

R Makalaba ak pay.

Pattern Q Saan ka a makakanta?

3:

R Saan man.

Q Ania pay ti maaramid mo?

R Makasala ak pay.

Pattern Q Saan ka a makakanta?

4:

R Saan.

Q Ania ngarud ti maaramid
mo?

LESSON THIRTY-NINE

R Makasala ak laeng.

39.9 Sentence Formation Drill. Join two clauses, an affirmative and a negative, with ngem 'but'.

Pattern: Makaluto ni Pat ngem saan a
makadait.
Makakanta kami ngem dikami
makasala.
Makaidda da ngem saan da a
makaturog.

39.10 Repetition Drill. Maka- + Rbase (to express urge or desire to).

Makadadait ak.	I feel like sewing.
Makabasbasa da.	They feel like reading.
Makakankanta kami.	We feel like singing.
Makasalsala dagiti ubbing.	The children feel like dancing.

39.11 Simple Substitution Drill.

Cue	Model:	Response
dait		Makakankanta ak.
uli		_____
sala		_____
basa		_____

39.12 Expansion Drill. Form similar sentences as in 39.11 but add a time expression like a kanayon, no dadduma, ita, etc.

Example: Makakankanta ak a kanayon.
_____ no dadduma.

39.13 Expansion Drill with ngem 'but'; met 'also'

Makadadait ak no dadduma ngem awan met iti makina.	I feel like sewing some- times, but there's no sewing machine.
Makatuktukar ni Delia sagpaminsan ngem awan met ti pyano.	Delia wants to play the piano once in a while, but there is no piano.

ILOKANO LESSONS

Form similar sentences.

39.14 Repetition Drill. Past form naka-.

- | | | |
|-----|----------------------------------|---------------------------------------|
| (1) | Nakagatang ak iti libro. | I was able to buy a book. |
| | Nakalutu ak ti inapoyen. | I have cooked rice already. |
| | Nakakanta akon. | I have sung already. |
| | Nakaturog ni Pedro. | Peter was able to sleep. |
| | Nakasala. | He/She was able to dance. |
| | Nakapanen. | He/She has gone already. |
| | | |
| (2) | Nakabasa ak idi rabii. | I was able to read last night. |
| | Nakapanak itay bigat. | I was able to go this morning. |
| | Nakakanta kami itay alas kuatro. | We were able to sing at four o'clock. |
| | Nakadait kayo idi malem. | You were able to sew yesterday. |
| | Nakaluto kayo a nasapa. | You were able to cook early. |
| | Nakauli da itay. | They were able to go up a while ago. |

39.15 Sentence Formation Drill. Students form sentences in the past from verb bases and time expressions written on the blackboard.

Verb Base	Time Expression	Response
kanta	idi kalman	Nakakanta da idi kalman.
dait	itay bigat	_____
turog	itay napan a Domingo	_____
luto	idi malem	_____
laba	idi lawas na	_____
surat	idi napan a bulan	_____
basa	idi Huebes	_____

39.16 Chain Drill. Follow this pattern.

- Pattern 1: Q Nakakanta kan?
 R Saan pay.
 Q Apay?
 R Nagbasa ak.

Pattern 2: Q Nakakanta kayon?

LESSON THIRTY-NINE

R Saan pay.
Q Kaanonto ngarud?
R Intono rabii.

39.17 Expansion Drill. Join two clauses with ta (gapo ta) 'because'. First clause is in the negative; the second is in the affirmative. Notice the verb form of the second clause.

Example: Saan a nakadait ni Maria ta
naglaba.

39.18 Repetition Drill. naka- + base to form adjective-like words.

Nakasapatos ni Pedro.	Peter has shoes on.
Nakaamerikana ni Juan.	John has a coat on.
Nakakotse da Juan.	John and company are riding in a car.
Nakapuraw ni Rosa.	Rose is in white.

39.19 Sentence Formation Drill. Form sentences similar to those in 39.18 with words such as:

pantalon	e.g. Nakapantalon ti ubing itatta.
tsinelas	_____
medias	_____
kamiseta	_____
kamisadentro	_____
sandalyas	_____

You may expand your sentences.

39.20 Cumulative Practice.

- (1) Ask a classmate whether he can do several things you ask him to do.
- (2) Ask a friend/classmate about some of the things he could do sometime back.

ILOKANO LESSONS

(3) Imagine that you're looking for a maid. Write some of the qualities she should have to a friend who lives in the next town.

(4) Role-play: interviewing someone for a possible position.

39.21 Supplemental Dialogue.

Aida:	Agawid tan ta makaturog ¹ akon.	Let's go home because I'm already sleepy.
Nina:	Makapagna ka ngata?	Do you think you can walk?
Aida:	Wen, nalaing ak nga magna.	Yes, I'm good at walking.
Nina:	Makaadayo ta ngata ket nangato ta sapatos mo?	Do you think we can go far? Your shoes are high-heeled.
Aida:	Makataray ak pay a no ania ti kunam.	I can even run, for all you know.
Nina:	Intan ngaruden ta naladaw la unayen.	Let's go, then, because it's very late already.

VOCABULARY

Kaasi ni Apo Dios	By God's mercy
kamisadentro	man's shirt
kamiseta	T-shirt
mabalin	possible
makabangon	to be able to rise from bed
makapagna	to be able to walk
makapan	to be able to go
medias	socks, stockings
panagrikna	feeling
sandalyas	sandals

LESSON FORTY

(Maikauppat a Pulo a Leksion)

ma-verb (goal focus)

Particle: bareng 'hope'

40.1 Dialogue.

Situation: Esteban and Bob discuss a deadline.

Esteban:	Malpas mo met la ngata dayta report mo intono Biernes?	Do you think you'll finish your report by Friday?
Bob:	Wen, mabulod ko la ketdi daydiay baro a libro ni Juan.	Yes, so long as I can borrow John's new book.
Esteban:	Ania a libro?	What book?
Bob:	Daydiay <u>Current Trends in Mathematics.</u>	<u>Current Trends in Mathematics.</u>
Esteban:	Nabasa na kadin?	Has he read it yet?
Bob:	Diak ammo. Barbareng no nabasa nan.	I don't know. I hope he has (read it already).

40.2 Repetition Drill. The infinitive of the ma- verb.

(1) Contrast between maka- and ma-¹

maka-

Mabasak ti libro.
'I can read the book.'

Makadait ka iti pantalon.
'You can sew a pair of
pants.'

Makasala iti pandanggo.
'He/She can dance
pandanggo.'

ma-

Makabasa ak iti libro.
'I can read a book.'

Madait mo ti pantalon.
'You can sew the pair of
pants.'

Masala na ti pandanggo.
'He/She can dance the
pandanggo.'

ILOKANO LESSONS

(1) Contrast between maka- and ma-¹

maka-

Makaluto ni Juana iti
pinakbet.
'Juana can cook
pinakbet.'

ma-

Maluto ni Juana ti
pinakbet.
'Juana can cook (the dish)
pinakbet.'

- (2) Mabasak ta libro.
Maaramid na ta trabaho.
Makanta ta ti
Pamulinawen.
Malako mi daytoy basi.
Mainom tayo amin daytoy
serbesa.
Madait da ti bado da.

I can read the book.
He can do the work.
We can sing the
Pamulinawen.
We can sell this rice wine.
We can drink all this beer.

They can sew their
dresses.

40.3 Simple Substitution Drill.

Cue

basa
aramid
kanta
inom
sala
dait

Model:

Response

Malako ta daytoy.

40.4 Sentence Formation Drill. Teacher cues verb bases; students form statements with ma-.

Cue

lako
dait
kanta
sala
aramid
basa

e.g.

Response

Malakok daytoy librok.

40.5 Repetition Drill. Use of kuma 'hope to' or 'wish to'.

Malakok kuma
daytoy baboy ko.

I wish I could sell my pig./ I hope I
will be able to sell my pig.

LESSON FORTY

Madait na kuma
daydiay bado na.

I wish she could sew her dress./I
hope she will be able to sew her
dress.

Mabasak kuma
daytoy surat na.

I wish I could read his letter./I hope I
will be able to read his letter.

Maaramid ta kuma
daytoy trabaho ta.

I wish we could do our job./ I hope we
will be able to do our job.

40.6 Sentence Formation Drill. Use kuma in a sentence with
a ma- verb.

e.g. Masalak kuma ti Tinikling.

40.7 Repetition Drill, Use of masapol 'it is) necessary'.

Masapol a malakok
daytoy baboy ko.

It is necessary that I be able to
sell my pig.

Masapol a madait mo
dayta badok.

It is necessary that you be able
to sew my dress.

Masapol a mabasa ta
daytay surat mo.

It is necessary that we be able to
read your letter.

Masapol a makanta mi
ti Pamulinawen.

It is necessary that we be able to
sing Pamulinawen.

40.8 Expansion and Question-Answer Drill. Use apay 'why'
to be answered by gapo ta 'because'.

Q Apay a masapol a malakom dayta baboy?

R Gapo ta masapol ko ti kuarta.

Q Apay a masapol a madait na dayta badom?

R Gapo ta masapol a mapan ak idiay ili.

Q Apay a masapol a mabasa yo daydiay surat?

R Gapo ta adda kayat ko nga ammoen.

Q _____

R _____

Q _____

R _____

40.9 Question and Answer Drill with ngata 'maybe' S₁ asks
a question with ngata; S₂ answers with bareng² 'it is to be
hoped'.

ILOKANO LESSONS

Question

Malakom ngata ta baboy mo?
Madait na ngata daydiay pantalon mo?
Madigos mo ngata toy ubing?

Response

Bareng malakok.
Bareng madait na.
Bareng madigos ko.

40.10 Expansion Drill with no 'if'. Use a ma-verb in the first clause; an -en verb in the second.

Malakok dayta baboy no
gatangem.
Mausar na ti bado na no
daitem.
Makan tayo ti ikan no
lutoem.

I can sell the pig if you buy it.
She can wear her dress if you
sew it.
We can eat the fish if you cook
it.

40.11 Expansion Drill. Use no + kayat.

Pattern: Malakok dayta baboy no kayat ko.
Madait ko daytoy badok no kayat ko.

40.12 Repetition Drill. Past form na-.

Nalakom daydiay balay
mo?
Nadigos na daydiay
ubing?
Nakanta da ti
Pamulinawen?
Nainom yo daydiay basi?
Nabasam daydiay surat
na?

Were you able to sell your house?
Was he able to bathe the child?
Were they able to sing
Pamulinawen?
Were you able to drink the rice
wine?
Were you able to read his/her
letter?

40.13 Simple Substitution Drill.

Cue

digos

Response

Model: Nalako na.

LESSON FORTY

Cue	Response
kanta	_____
inom	_____
basa	_____
dait	_____
Model:	
	Nalako da.
ko	_____
mi	_____
mo	_____
ta	_____
yo	_____
ti ubing	_____
dagiti ubbing	_____
ni Rosa	_____
da Rosa	_____

40.14 Question and Answer Drill. Ask yes/no questions in the affirmative and negative alternately. Response may be in the affirmative or negative. Use sa 'perhaps' in your answers.

Question	Response
Saan na a nalako daytay tagilako na?	Nalako nansa./Saan sa.
'merchandise', 'wares'	
Nalako na daytay relo na?	Wen sa./Nalako nansa./Saan sa.
Saan yo a nadait daytay bado ni Rosa?	Saan man sa./Saan sa.
Nadait ni Rosa daytay badom?	Wen sa./Saan sa.
_____	_____
_____	_____

40.15 Chain Drill. Follow this pattern. Give appropriate substitutes for the underlined bases.

(1) To express doubt with sa

- Example:
- S1 Saan na a nalako tay singsing?
- S2 Saan sa.
- S1 Apay?
- S2 Nangina kano unay.

ILOKANO LESSONS

(2) With certainty

- Example: S1 Saanda a nadigos daytay ubing?
S2 Saan.
S1 Apay?
S2 Nalamiis unay.

You may add a time expression or locative to the sentences if you want to.

- Example: S1 Nadigos mo dayta ubing idia y karayan
itay bigat?
S2 Saan.
S1 Apay?
S2 Naturog.

40.16 Transformation Drill. Change the infinitive form to the future.

Infinitive

Malakok ti relok.
Mabasam dayta nobela.
Malako ni Juan daydiay manok.
Mauli da daydiay niog.

Future

Malakokto ti relok.
Mabasamto dayta nobela.

40.17 Expansion Drill. Join two clauses with intono 'when'. First clause with ma- and -n 'already'; second clause with maka-.

- e.g. Malakokto daytoy relo kon intono makariing ka.
Madait nanto daydiay bado nan intono makadigos ka.

40.18 Cumulative Practice. Students form groups of twos or threes. Each group presents an original dialogue.

40.19 Supplemental Dialogues.

- (1) Situation: Mr. Cruz, a teacher, sees Carias, a farmer.
Carias has been sick but is now fully recovered.

LESSON FORTY

Mr. Cruz:	Apay, Carias, nadamag ko a nagsakit ka kano.	Say, Carias, I heard that you got sick.
Carias:	Wen, maestro, ngem kaasi ni Apo Dios ket immimbag akon.	Yes, sir, but by God's help I have become well already.
Mr. Cruz:	Al-alwadam ta dikanto mabegnat.	Be careful that you don't suffer a relapse.
Carias:	Sapay kuma maestro ta saan.	I hope, sir, that I don't.
Mr. Cruz:	Saan ka pay kuma nga agpagpagna unay.	You shouldn't be walking about too much yet.
Carias:	Saan maestro. Mangwatwatwat ak laeng. Bareng makatrabaho akton.	No, sir. I'm just exercising around a bit. I hope I shall be able to work soon.

(2) Situation: Pablo checks on Doro's command of English.

Pablo:	Maawatam ti Ingles?	Do you understand English?
Doro:	Wen.	Yes.
Pablo:	Makasurat ka?	Can you write?
Doro:	Sangkabassit. Apay?	A little. Why?
Pablo:	Mabasam daytoy surat ni Mr. Smith?	Can you read this letter of Mr. Smith?
Doro:	(reads the letter silently) Wen, matarusak pay.	(reads the letter silently) Yes, I can understand it too.

VOCABULARY

barbareng	hopefully
kuma	subjunctive term meaning 'hope' or 'wish'
masapol	necessary
nalamiis	cold, cool
nangina	expensive
ngata	maybe
tagilako	merchandise, wares
tango	the Argentine dance, <u>tango</u>
trabaho	job
unay	an intensifier meaning 'very'

LESSON FORTY-ONE

(Maikauppat a Pulo ket Maysa a Leksion)

maki-verb: participative activity (actor
focus)

paki...an: place for a participative
activity

41.1 Dialogue.

Situation: Ester and Rita talk about a dance to be attended.

Ester:	Intayonto kano makisala intono piesta kuna ni Delia.	Delia says we will go and attend a dance during the fiesta.
Rita:	Sadino ditoy ti pakisalaan tayo?	Where shall we go to attend the dance?
Ester:	Dita oditoryum dita plasa.	At the auditorium in the plaza.
Rita:	Umay kadi makipiesta dagitay kakabsat na?	Are her brothers/ sisters coming for the fiesta?
Ester:	Saan sa ta immay da met nakipaskuan.	Maybe not because they came for Christmas.

41.2 Repetition Drill. The infinitive form of maki- verbs.

- | | | |
|-----|------------------------------------|--|
| (1) | Makiinom ak man, Apo. | May I please have a drink, sir/ma'am? |
| | Makilugan ak man, Mr. Cruz. | May I ride with you, Mr. Cruz? |
| | Makipayong ak man, maestra. | May I share the shade of your umbrella, teacher? |
| | Makikuyog ak man kenka. | May I go with you? |
| (2) | Makipiesta kami idia San Fernando. | We will attend the fiesta in San Fernando. |

ILOKANO LESSONS

Makitienda da ditoy.	They will do their marketing here.
Makipaskua tayo idia y Manila.	We will spend Christmas in Manila.
Makisala dagiti babbalasang idia y bodaan.	The young ladies will dance at the wedding.

41.3 Simple Substitution Drill.

Cue		Response
	Model:	Makipiesta kami.
kuyog		_____
tienda		_____
paskua		_____
miting		_____
sala		_____
inom		_____
	Model:	Makipaskua ak.
ka		_____
ta		_____
tayo		_____
kami		_____
kayo		_____
da		_____
ni Rosa		_____
da Juan		_____
ti ubing		_____
dagiti tattao		_____

41.4 Sentence Formation Drill. Teacher cues verb bases; students form sentences with maki- (infinitive form) plus a locative and a time expression.

Cue	Response
tienda	Makitienda ak ditoy ita.
sala	Makisala da idia y ili.
inom	_____
kuyog	_____
paskua	_____
miting	_____
piesta	_____

LESSON FORTY-ONE

41.5 Question and Answer Drill. S₁ gives a sentence similar to 41.4; S₂ asks a sino question; S₃ asks a sadino question; S₄ asks a kaano question to be answered by other students.¹

- (1) Statement Makitienda ak
 ditoy itatta.
 Q Sino ti
 makitienda?
 R Ni _____.
 Q Sadino ti
 pakitiendaan
 na?
 R Ditoy.
 Q Kaano?
 R Itatta.

- (2) Do the reverse. Students ask sino, sadino, kaano questions. Then a student summarizes the details in one statement.

41.6 Question and Answer Drill. Adda/Awan and the plural nominative pronoun. S₁ asks a question; S₂ answers.

Question

Adda makipiesta kadakayo?
Awan makimiting kadakuada?

Response

Adda./Awan.
Adda./Awan.

41.7 Expansion Drill. Add a time expression in the future to the questions in 41.6.

Example: Adda makipiesta kadakayo inton
 Domingo?
 Awan makimiting kadakuada inton
 bigat?

41.8 Dialogue Variation. Substitute on the underlined items.

Example 1: with adda.

S₁ Adda makipiesta kadakayo?
S₂ Adda.

ILOKANO LESSONS

- S₁ Sino?
S₂ Dakami.
S₁ Inton ano?/Kaano?
S₂ Inton Domingo.

Example 2: with kayat/mapan.

- S₁ Kayat yo ti makisala?
S₂ Wen. Kaano?
S₁ Intono rabii.
S₂ Sadino?
S₁ Idiay munisipio.

Substitute mapan for kayat.

41.9 Question and Answer Drill with ammo.

- (1) Ammo + ko pronoun + nga- 'know that'. S₁ asks a question;
S₂ answers.

Question

Ammom a makitienda danto no bigat?
Ammo yo a makipiesta tayo/tono Domingo?
Ammo da a makimiting ni Apo Direktor inton
alas tres?

Response

Wen./Saan.
Wen./Saan.
Wen./Saan.

- (2) Ammo- + no 'if'.

Question

Ammo yo no makikiyug da kadatayo?
Ammom no makisala ni Juan intono rabii?

Response

Wen./Saan.
Wen./Saan.

41.10 Repetition Drill. Progressive form of the maki- verb.

Makititienda ak ditoy.
Makikuykuyog ka
kadakuada.
Makipiesta kami
idiay Laoag.

I go marketing here.
You are going with them.

We are attending the fiesta in
Laoag.

LESSON FORTY-ONE

Makipaspaskua da
 idiay ili tayo.
 Makipangpangan da.

We are spending Christmas in our
 home town.
 They are eating (with others).

41.11 Simple Substitution Drill.

Cue	Response
	Model: Makikuykuyog da.
piesta	_____
sala	_____
miting	_____
inom	_____
tienda	_____
paskua	_____

41.12 Sentence Formation Drill. Teacher cues the verb bases; students form sentences in the progressive form of the maki- verb.

Cue	Response
piesta	Makipipiesta ni Jose idiay Narvacan.
sala	_____
inom	_____
paskua	_____
kuyog	_____
miting	_____

41.13 Expansion Drill. S₁ gives a statement in the progressive form; S₂ expands it by adding a locative and a time expression.

Statement	Expansion
Makipaspaskua da.	Makipaspaskua da ditoy a patinayon.
_____	_____
_____	_____
_____	_____

41.14 Question and Answer Drill with apay + di- + ko pronoun + met + the progressive form of mak i-. Answer with gapo ta ____.

ILOKANO LESSONS

Question

Apay dika met makititienda
ditoen?

Apay dida met makimismisa
idiayen?

Apay dikayo met makimitmingen?

Response

Gapo ta adda klase min.

Gapo ta adayo ti balay
da.

Gapo ta adda ti trabaho
mi.

41.15 Repetition Drill. Past form: naki-.

Nakitienda ak itay bigat dita ili.

Nakipiesta akon idi kalman idiay Laoag.

Nakipaskua da idiay Baguio.

Nakimiting kayo itay.

Nakisala dagiti babbalasang idi rabii.

41.16 Simple Substitution Drill.

Cue

tienda
paskua
miting
sala
inom

Model:

Response

Nakipiesta kami idiay Pasay.

41.17 Repetition Drill. Paki...an (place for).²

Question

Sadino ti pakipiestaan da? 'Where do
they attend the fiesta?'

Sadino ti pakibodaan tayo? 'Where do
we attend the wedding?'

Sadino ti pakiay-ayaman dagiti ubbing?
'Where do the children play?'

Response

Idiay Vigan. 'In
Vigan.'

Dita abagatan. 'In
the south.'

Ditoy eskuelaan.
'Here in school.'

41.18 Students ask and answer sadino questions with nominalized paki...an verbs similar to those of 41.17.

41.19 Repetition Drill. Naki...an (place for past participative activity).

(1) Contrast the infinitive and past forms of the verbal nouns.

LESSON FORTY-ONE

Paki...an

Ditoy ti pakisalaan mi.

Idiay ti pakimitingan tayo.

Dita ti pakitiendaan ni Maria.

Naki...an

Ditoy ti nakisalaan mi idi Domingo.

Idiay iti nakimitingan tayo itay bigat.

Dita ti nakitiendaan ni Maria idi kalman.

- (2) Sadino ti nakipartian da Jose?
Sadino ti nakitrabahoan da tatang mo? Idiay ayan da Pedro.
Idiay kalsada.

41.20 Sentence Formation Drill. Make sentences with the past form plus time expressions.

Example: Nakimiting da idi kalman.
Nakisala kami idi rabii.
Naki-inom tayo itay.

41.21 Expansion Drill. Join two clauses with kuma no 'perhaps if'. First clause has naki-; second has another verb in the past form or adda.

Example: Nakimiting kami kuma no imbaga da.
Nakitienda kayo kuma no adda tiendaan.
Nakisala da kuma no kinayat da.
Naki-inom tayo kuma no adda mainom.

41.22 Dialogue Variation. Substitute other bases and words for the underlined ones.

Example: S1 Nakimiting ka idi kalman?
S2 Saan.

ILOKANO LESSONS

- S₁ Apay?
 S₂ Nakikuyog ak kada Juan.
 S₁ Nakipiesta kami (idiay Sta. Cruz).

41.23 Repetition Drill. Paki + R + -an (place for habitual participative activity).

Idiay Laoag ti pakipiestaan mi.	Laoag is the place where we attend fiestas regularly.
Ditoy ti pakititiendaan ni Nanang.	This is where Mother goes to market regularly.
Ditoy ti pakipangpanganan da.	This is where they eat with others regularly.
Idiay ti pakipaspaskua an dagiti ubbing.	That (a place yonder) is where the children go for Christmas habitually.

41.24 Simple Substitution Drill.

<u>Cue</u>	<u>Response</u>
	Model: Idiay ti pakiturt <u>urogan</u> mi.
tienda	_____
piesta	_____
paskua	_____
inom	_____
dagos	_____
digos	_____
kuyog	_____

41.25 Sentence Formation Drill. Form sentences similar to those in 41.24.

41.26 Question and Answer Drill. Ask and answer sadino questions.

Example:	Sadino ti pakiin-inoman yo?	Idiay daya.
	Sadino ti pakititiendaan da?	Ditoy ili.
	_____	_____
	_____	_____

LESSON FORTY-ONE

41.27 Transformation Drill. Change the infinitive form in the preceding sentences to past and add a time expression.

Example: Sadino ti nakiin-inoman yo idi napan a Idiyay
tawen? daya.

41.28 Cumulative Practice.

- (1) Tell the class what activities you want to participate in when you get to the Philippines.
- (2) Tell your family about activities you are participating in.

41.29 Supplemental Dialogue.

Dolores:	(to some friends) Papanan yo?	(to some friends) Where are you going?
Ana:	Mapan kami makimisa idiyay ili.	We're going to attend Mass in town.
Dolores:	Ania ti pagluganan yo ngay?	Where will you ride?
Ana:	Makilugan kami kada Juan.	We'll ride with John (and company).
Dolores:	Saan kadi a makimismisa ni Rosa?	Doesn't Rose go to Mass?
Ana:	Saan man ngem nakitienda ita.	Yes, she does, but she went to market today.
Dolores:	Makikuyog ak man ngarud kadakayo? ³	May I join you, then?
Ana:	Wen, umaykan.	Yes, come along.

VOCABULARY

boda	wedding
kuyog	go with
dagos	temporary lodging place
Laoag	capital city of Ilocos Norte
misa	Holy Mass (Catholic Church service)
Narvacan	a town in Ilocos Sur
paskua	Christmas

ILOKANO LESSONS

piesta
plasa

fiesta
town plaza

APPENDIX A

Ilokano Pronouns

Pronoun Series	SINGULAR		
	1st Person	2nd Person	3rd Person
'SIAK'	siak	sika	isu
'AK'	ak	ka	Ø
'KO'	ko/-k	mo/-m	na
'KANIAK' (oblique)	kaniak	kenka	kenkuana

Pronoun Series	PLURAL				3rd Person
	1st Person			2nd Person	
	dual	excl.	incl.		
'SIAK'	data	dakami	datayo	dakayo	isuda
'AK'	ta	kami	tayo	kayo	da
'KO'	ta	mi	tayo	yo	da

'KANIAK' kadata kadakami kadatayo kadakayo kadakuada (oblique)

APPENDIX B

Classroom Expressions

- | | | |
|-----|---|---|
| 1. | Dumngeg kayo | Listen. |
| 2. | Dublien yo./Isao yo. | Repeat./Say it. |
| 3. | Serra-an yo ti libro yo. | Close your books. |
| 4. | Isao yo a sinaggaysa. | Repeat one by one. |
| 5. | Sika. | You (singular). |
| 6. | Dakayo amin. | All of you. |
| 7. | Ditoy a bangir. | This side. |
| 8. | Dita a bangir. | That side. |
| 9. | Denggen yo nga umuna. | Listen first. |
| 10. | Tuladen dak. | Repeat after me.
(Literally: Imitate me.) |
| 11. | Sungbatan dak. | Answer me. |
| 12. | Maawatan yo? | Do you understand? |
| 13. | Punasam/boraem ti
pisarra. | Erase the blackboard. |
| 14. | Awan ti agsao ti Ingles. | Don't speak English. |
| 15. | Intayo agkapen. | Let's go for our coffee
break. |
| 16. | Awan ti
makaringgor./Awan ti
agtagtagari. | Don't be noisy. |
| 17. | Agulimek kayo. | Be quiet. |
| 18. | Ala/sige manen. | Again. |
| 19. | Maminsan pay. | Once more. |
| 20. | Agsaludsud ak,
sumungbat kayo. | I ask; you answer. |
| 21. | Dakayo ti agsaludsod. | You ask questions. |
| 22. | Ikabesa yo daytoy. | Memorize this. |
| 23. | Agadal kayo a nalaing. | Study hard. |
| 24. | Aramiden yo ti 'home
work' yo nga inaldaw. | Do your homework every
day. |
| 25. | Saan yo a pigpigsaan. | Not too loud. |
| 26. | Mangala ka man iti tisa
idiay opisina? | Please get some pieces of
chalk from the office. |
| 27. | Ania ti saan yo a
maawatan? | What don't you under
stand? |
| 28. | In-inayadem nga isao. | Say it slowly. |

APPENDIX B

- | | | |
|-----|-------------------------------------|----------------------------------|
| 29. | Di kayo agladladaw nga
umay. | Don't come late. |
| 30. | Nalpasen ti klase.
Agawid tayon. | Class is over. Let's go
home. |

APPENDIX C

Common Expressions

A. Greetings

- | | | |
|----|----------------------|----------------------|
| 1. | Papanam?/Papanan yo? | Where are you going? |
| 2. | Nangan kan? | Have you eaten? |
| 3. | Kaano ti sangpet yo? | When did you arrive? |

B. Invitational expressions

- | | | |
|----|--------------------|------------------------|
| 1. | Dumagas kay pay. | Drop in. |
| 2. | Intayo agpasyar. | Let's take a walk. |
| 3. | Kuyugen nak man? | Will you accompany me? |
| 4. | Intayon. | Let's go. |
| 5. | Intayo aglalangoy. | Let's go swimming. |
| 6. | Mangan tayon. | Let's eat. |
| 7. | Aginana tayon. | Let's rest. |

C. Leave-takings

- | | | |
|----|---|--------------------|
| 1. | Dios ti agbati. (said by person leaving) | God stay with you. |
| 2. | Dios ti kumuyog. (said by person left behind) | God go with you. |
| 3. | Mapan kamin./Umuna kam pay. | We're leaving. |
| 4. | Kasta pay a./Kasta pay laeng a./Kasta ngaruden. | So long. |
| 5. | Inkamin./Inkami pay laeng. | We're leaving. |
| 6. | Umay kanto manen./Umay kayonto manen. | Come again. |

D. Shopping

- | | | |
|----|--|---------------------|
| 1. | Intayon makitienda./Intayon makimerkado. | Let's go to market. |
| 2. | Ania ti gatangen tayo? | What shall we buy? |

APPENDIX C

- | | | |
|-----|-------------------------------|-------------------------------------|
| 3. | Sagmamano dagitoy/
dagita? | How much is each of
these/those? |
| 4. | Awan tawar nan? | Can't I have it for
less? |
| 5. | Nangina unay. | It's too expensive. |
| 6. | Awan ti sabali a klasen? | Don't you have
another kind? |
| 7. | Mano ti maysa a yarda? | How much is a yard? |
| 8. | Mano ti sangka disso? | How much is a lot? |
| 9. | Awan ti nalaklakan? | Is there no cheaper
one? |
| 10. | Gumatang ak man iti
_____. | I'd like to buy _____. |

E. Mealtime expressions

- | | | |
|----|---------------------------------|--------------------------------------|
| 1. | Agidasar kan. | Set the table. |
| 2. | Mabisin akon. | I'm hungry now. |
| 3. | Ania ti sida tayo? | What do we have for
lunch/dinner? |
| 4. | Naimas ti sida tayo. | Our lunch/dinner is
good. |
| 5. | Nabsug akon. | I'm full. |
| 6. | Mangan kayo. Dikay
agbabain. | Eat. Don't be shy. |
| 7. | Naimas ti pannangan
ko. | I have a good
appetite. |
| 8. | Pagsasangwan tayo ti
adda. | Let's share what we
have. |

F. Physical indispositions

- | | | |
|----|----------------------|--------------------------------------|
| 1. | Mad-madi ti riknak. | I'm feeling bad. |
| 2. | Nabannog ak. | I'm tired. |
| 3. | Nasakit ti ulok. | I have a headache. |
| 4. | Nasakit ti bagbagik. | I don't feel well. |
| 5. | Agsasadut ak. | I don't feel like doing
anything. |
| 6. | Aggurigor ak. | I'm running a fever. |
| 7. | Malammin ak. | I feel cold. |
| 8. | Kasano ti riknam? | How do you feel? |
| 9. | Agpupungtot ak. | I'm mad. |

G. Words of frustration and disappointment

- | | | |
|----|--------------|------------|
| 1. | Ania metten! | How awful! |
|----|--------------|------------|

APPENDIX C

- | | | |
|-----|-----------------------|---|
| 2. | Nagbayag kan! | What took you so long? |
| 3. | Ania ket din! | Oh my! |
| 4. | Sika ngamin! | It's your fault.
(Literally: It's because of you.) |
| 5. | Apay ngamin! | Why? Oh why? |
| 6. | Adda la kenka. | It's up to you. |
| 7. | Awan serserbi na! | It's useless. |
| 8. | Naladawen! | Too late! |
| 9. | Awan ti pabpabasolem! | Don't blame anyone. |
| 10. | Nagdakesen! | Too bad! |
| 11. | Bay-amon! | Never mind! |

H. Words of banter and fun

- | | | |
|----|--------------------------------|------------------------|
| 1. | Sadot! | Lazy bone! |
| 2. | Awan bibiang mo! | None of your business! |
| 3. | Langgong!/Torpe! | Stupid! |
| 4. | Loko! | Nuts! |
| 5. | Nakasursuron! | How irritating! |
| 6. | Lastog/Pangas! | Braggart! |
| 7. | Bastos/Bastian! | Rude! |
| 8. | Awan ti bain!/Awan ti bain mo! | Shameless! |
| 9. | Bal-la!/Bagtit! | Crazy! |

I. Other useful expressions

- | | | |
|-----|--|--|
| 1. | Nakitam! | See! |
| 2. | Gasanggasaten. | Whatever will be, will be. |
| 3. | Ania ngaruden? | What now? |
| 4. | Sika ti makaammo. | It's up to you. |
| 5. | Ania ti orasen? | What time is it? |
| 6. | Imbagak la ngaruden. | I told you so. |
| 7. | Awan maaramid na? | Can't he do anything? |
| 8. | Ania ti napasamak? | What happened? |
| 9. | Nabayag kayon? | Have you been waiting long? |
| 10. | Sino ti kadua yo? | Who is with you? |
| 11. | Am-ammom ni (<u>name of person</u>)? | Do you know (<u>name of person</u>)? |
| 12. | Nalpas yon? | Have you finished (something)? |

APPENDIX C

- | | |
|----------------------------------|-----------------------------|
| 13. Umuna kayon. | Go ahead. |
| 14. Aganos ka. | Be patient. |
| 15. Napintas ti ____. | The ____ is nice. |
| 16. Naimbag ti ____. | The ____ is good. |
| 17. Nasayaat ti ____. | The ____ is fine. |
| 18. Kayat ko ti ____. | I like (something). |
| Gustok ti ____. | |
| 19. Tulungan nak man? | Will you help me? |
| 20. Aguray ka. | You wait. |
| 21. Mabiit laeng. | Just a moment. |
| 22. Awan ti usarek. | I have nothing to use. |
| 23. Iddepem ti silaw. | Turn off the light. |
| 24. Ania ti pagluganan
tayo? | Where shall we ride? |
| 25. Naggapuan yo? | Where did you come
from? |
| 26. Intayo agtapat. | Let's go serenading. |
| 27. Ania ti ar-aramidem? | What are you doing? |
| 28. Kaasi ni Apo Dios. | With God's mercy. |
| 29. No ipalubos ni Apo
Dios. | God willing. |
| 30. Sapay koma ta kasta. | It is hoped to be so. |
| 31. Ala man ngarud. | Please do. |
| 32. Pangngaasim man
(bassit). | Please. |

APPENDIX D

Ilokano and Spanish Loan Numbers

Ilokano Numbers

1	maysa
2	dua
3	tallo
4	uppat
5	lima
6	innem
7	pito
8	walo
9	siam
10	sangapulo
11	sangapulo ket maysa
12	sangapulo ket dua
13	sangapulo ket tallo
14	sangapulo ket uppat
15	sangapulo ket lima
16	sangapulo ket innem
17	sangapulo ket pito
18	sangapulo ket walo
19	sangapulo ket siam
20	duapulo
21	duapulo ket maysa
22	duapulo ket dua
30	tallopulo
40	uppat a pulo
50	lima pulo
60	innem a pulo
70	pito pulo
80	walo pulo
90	siam a pulo
100	sangagasut (maysa a gasut)
101	sangagasut ket maysa
112	sangagasut ket sangapulo ket dua
123	sangagasut ket duapulo ket tallo
134	sangagasut ket tallopulo ket uppat
145	sangagasut ket uppat a pulo ket lima
156	sangagasut ket lima pulo ket innem

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167	sangagasut ket innem a pulo ket pito
178	sangagasut ket pito pulo ket walo
189	sangagasut ket walo pulo ket siam
199	sangagasut ket siam a pulo ket siam
200	dua a gasut
300	tallo a gasut
400	uppat a gasut
510	lima a gasut ket sangapulo
523	lima a gasut ket dua pulo ket tallo
1,000	sangaribo (maysa a ribo)
2,000	dua a ribo
2,300	dua a ribo ket tallo a gasut
2,340	dua a ribo ket tallo a gasut ket uppat a pulo
2,345	dua a ribo ket tallo a gasut ket uppat a pulo ket lima
10,000	sangapulo a ribo
100,000	sangagasut a ribo (maysa a gasut a ribo)
1,000,000	sanga riwriw (maysa a riwriw)

Useful Spanish Loans

1	uno
2	dos
3	tres
4	kuwatro
5	singko
6	sais
7	siyete
8	otso
9	nuwebe
10	diyes
11	onse
12	dose
13	trese
14	katorse
15	kinse
16	disisais
17	disisiyete
18	disiotso
19	disinuwebe
20	beinte
21	beinte uno
25	beinte singko
30	treinta

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35	treinta'y singko
40	kuwarenta
45	kuwarenta'y singko
50	singkuwenta
60	sisenta
70	sitenta
80	otsenta
90	nubenta
100	siento
101	siento uno
112	siento dose
123	siento beinte tres
134	siento treinta'y kuwatro
145	siento kuwarenta'y singko
156	siento singkuwenta'y sais
167	siento sisenta'y siete
178	siento sitenta'y otso
189	siento otsenta'y nuwebe
199	siento nubenta'y nuwebe
200	dos sientos
300	tres sientos
400	kuwatro sientos
500	kinyentos
1,000	mil
1,969	mil nuwebe sientos sisenta'y nuwebe

APPENDIX E

Useful Vocabulary Lists

- A. Days of the Week; Months of the Year
- B. Time Expressions
- C. Important Calendar Events
- D. Directions
- E. Measurements
- F. Officials: School, Public, Church
- G. Kinship Terms
- H. Professions and Occupations
- I. Nationalities
- J. Important Places in Towns and Barrios
- K. Parts of the Body
- L. Parts of the House: In and Around
- M. Things for the House; Things for Cleaning
- N. Utensils and Other Things in the Kitchen; Eating Utensils
- O. Clothes and Accessories: for Men; for Women; for Men and Women
- P. Foods: Vegetables; Fruits; Seafood; Drinks
- Q. Planting Terms; Parts of Plants
- R. Insects and Animals
- S. Topographical Terms
- T. Natural Elements and Occurrences
- U. Modes of Transportation
- V. List of Adjectives: for People; for Objects and Conditions; for Clothes; for Food; for the Weather; Colors; Useful Antonyms; Sample Comparison of Adjectives
- W. List of Verb Bases and the Affixes They Commonly Take

A. Days of the Week

Monday	Lunes
Tuesday	Martés
Wednesday	Miyérkoles
Thursday	Huébes
Friday	Byérnes
Saturday	Sábado

APPENDIX E

Sunday	Domingo
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Months of the Year

January	Enéro
February	Pebrero
March	Márso
April	Abríl
May	Máyo
June	Húnyo
July	Húlyo
August	Agósto
September	Septyembre
October	Oktúbre
November	Nobyembre
December	Disyembre

B. Time Expressions

afternoon	malém
later	madamdamá
last	idí napán a Domingo/Lúnes
<u>Sunday/Monday...</u>	
week	idí napán a láwas/idí láwas na
month	idí napán a búlan
year	idí napán a tawén
night	idí rabií
morning	agsápa
month	búlan
now	itá
noon	aldáw
next Sunday/ Monday	intóno Domingo/Lúnes
week	intóno umáy a láwas
month	intóno umáy a búlan
year	intóno umáy a tawén
night	rabií
today	itá nga aldáw
tomorrow	intóno bigát
tomorrow morning	intóno bigát ti agsápa
noon	intóno aldáw no bigát
	intóno malém no bigát
afternoon	
evening/	intóno rabií no bigát
night	
week	láwas

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year	tawén
yesterday	idí kalmán

C. Important Calendar Events

All Saints' Day	Fiésta ti natáy
anniversary	anibersáryo/panagtawén
baptism	bunyág
birth	pannakayanák
birthday	kanagánan/kasangáy
Christmas	Paskuá
novena of	misa agináldo
Masses before	
Christmas	
feast (fiesta)	fiésta
funeral	punpón
novena of	pasiám
prayers after the	
burial	
Holy Week	semána santa
Holy Monday/	nasantoán a Lúnes/Martés/
Tuesday/	Miyérkoles or: Lúnes/Martés/
Wednesday	Miyérkoles santo
Holy Thursday	Huwébes santo
Good Friday	Biérnes santo
Holy Saturday	Sábado de Glória
Easter Sunday	Paskuá ti panag-úngar/Domíngo de
	páskua
Independence Day	Aldáw ti waya-wayá
lent	kuarésma
New Year	baró a tawén
Palm Sunday	Domíngo Rámos
Rizal Day	Aldáw ni Rizál
Three Kings	talló nga ári
town fiesta	fiésta ti íli
wedding	kasár

D. Directions

straight	dirétso
west/go west	láud/agpaláud
east/go east	dáya/agpadáya
north/go north	amiánan/agpa-amiánan
south/go south	abagátan/agpa-abagátan
right/to the right	kanawán/agpakanawán
left/to the left	kanigíd/agpakanigíd

APPENDIX E

E. Measurements

1. linear measure

inch	pulgáda
foot	pié
yard	yárda
mile	mília
centimeter	sentimétro
meter	métro
kilometer	kilométro

2. weight measure

gram	grámo
kilogram	kílo
pound	líbra
ton	toneláda

3. liquid capacity

liter	litro
gallon	galón
demijohn	dama juána

4. dry capacity (grain, fruit, etc.)

chupa	tsúpa
ganta	gánta/salóp
cavan	kabán (75 liters)

F. School Officials

head teacher	hedtítser
librarian	laybráryan
principal	prinsipál
school dentist	dentísta ti eskwéla
school physician	doktór ti eskwéla
school nurse	nars ti eskwéla
superintendent	superintendénte
supervisor	superbisór
teacher	méstro (male)/méstra (female)

Public Officials

barrio captain	kapitán del bárrio
barrio lieutenant	teniente del bárrio
chief of police	hépe ti pulísya
councilor	konsehál
governor	gobernadór

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judge	hués
mayor	mayór
president	presidén
representative	representánte/ pannakabagí diputádo
secretary	sekretáryo
senator	senadór
treasurer	tesoréro
vice governor	bise gobernadór
vice mayor	bise mayór
vice president	bise presidente

Church Officials

bishop	obís
cardinal	kardinál
minister	minístro
missionary	misionáryo
mother superior	superyóra
nun	madré
pope	pápa
priest	pádi
rector	rektór

G. Kinship Terms

father	tátang
mother	nánang
sibling	kabsát
brother	kabsát a laláki
sister	kabsát a babái
older brother	mánong
older sister	mánang
younger brother/sister	áding
son/daughter	anák
son	anák a laláki
daughter	anák a babái
first-born/elder brother or sister	inauná
youngest child/younger brother or sister	inaúdi
grandfather	lélong/lólo
grandmother	lélang/lóla
uncle	ulitég
aunt	íkit
brother-in-law	káyong
sister-in-law	ípag

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nephew/niece	kaanakán
nephew	kaanakán a laláki
niece	kaanakán a babái
grandchild	apóko
grandson	apóko a laláki
granddaughter	apóko a babái
cousin (1st degree)	kasinsín
cousin (2nd degree)	kapidúa
cousin (3rd degree)	kapitló
term of address for older man (one generation above)	táta
term of address for older woman (one generation above)	nána
term of address for person (same generation as speaker)	mánong (male)
	mánang (female)
term of address for younger person (same generation as speaker)	áding

H. Professions

actor/actress	artista
architect	arkitékto
dancer	baylarína
dentist	dentísta
doctor (physician)	doktór (male)/doktóra (female)
engineer	inhinyéro (male)/inhinyéra (female)
judge	hués
lawyer	abogádo (male)/abogáda (female)
musician	músiko
nurse	nars
painter (artist)	pintór
pharmacist	parmasiyotiko (male)/ parmasiyotika (female)
pianist	pyanísta
professor	propesór
sculptor	iskultór
singer	kumakánta

APPENDIX E

teacher/instructor	maestro (male)/maestra (female)
violinist	biyolinísta
writer	mannúrat

Occupations

barber	barbéro
bill collector	kobradór
businessman	negosyánte
butcher	agparpartí
carpenter	karpintéro
chauffeur	tsupér
clerk	eskribiente
conductor	konduktór
cook	kusinéro
dressmaker/seamstress	modísta
employee	empleádo (male)/empleáda (female)
farmer	mannálon
fireman	bombéro
fisherman	agkalkálap
foreman	kapatás
garbageman	basuréro
gardener	hardinéro
hairdresser	mangulkulót
health inspector	sanidad
housewife	agtagibaláy
ironing woman	plansadóra
janitor	dyánitor
laborer	mangmanggéd
landlord/landlady	kaséro/kaséra
laundrywoman	labandéra
mailman	kartéro
mason	kantéro
mechanic	mekániko
messenger	mensahéro
midwife	mammáltot
nursemaid	yáya
painter (of houses...)	pintór
photographer	retratísta
policeman	pulis
porter	kargadór
potter	agdamdamíli

APPENDIX E

plumber	tubéro
rig-driver	kutséro
salesman	aglakláko
secretary	sekretáryo (male)/sekretárya (female)
servant	babaonén
shoemaker	sapatéro
storekeeper	tindéro (male)/tindéra (female)
street cleaner	kaminéro
student	estudiánte
surveyor	agrimensór
tailor	sastré
tenant (farm)	katalónan
waiter/waitress	wéyter/wéytres

I. Nationalities

African	Aprikáno
American	Amerikáno
Australian	Ostralyáno
Canadian	Kanéydyan
Chinese	Insík/Sangláy
Dutch	Holándes
English	Inglés
Filipino	Pilipino
French	Pransés
German	Alemán
Greek	Griégo
Indian (Hindu)	Bombáy
Italian	Italiáno
Japanese	Hapón
Jew	Húdyo
Mexican	Meksikáno
Russian	Rúso
Spaniard	Kastíla/Españól
Turk	Túrko
Vietnamese	Byetnamís

J. Important Places in Towns and Barrios

bakery	panaderyá
bank	bángko
barber shop	barbérya
beauty parlor	pagkulkulután

APPENDIX E

cemetery	kamposáto
chapel	kapílya
church	simbáan
cockpit	galyéra/pagpapallótan
drugstore	botíka
gambling den	sugalán
hospital	ospítal
hotel	otél
library	librería
market	tiendáan/merkádo
moviehouse/theatre	pagipabuyáan/síne
municipal building (townhall)	munisípyo
playground	pag-ay-ayáman
plaza	plása
post office	posópis
periculture center	perikultyúr
restaurant	restawrán
school	eskwéla
store	tiendáan
station	estasyon
bus station	estasyon ti bus
train station	estasyon ti tren

K. Parts of the Body

abdomen	buksít, tián
arm	takyág
armpit	kilíkilí
back	likód
body	bagí
bone	tuláng
breast	súso
cheek	pingpíng
chest/breast	barúkong
chin	tímid
ear	lapáyag
elbow	síko
eye	matá
eyebrow	kíday
eyelashes	kurimatmát
face	rúpa
finger	rámay
foot	sáka
forehead	múging

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gums	gugút
hair	buók
hand	íma
head	úlo
heart	púso
heel	múkod
hip	pátong
knee	túmeng
leg	gúrong
lips	bibíg
lungs	bará
mouth	ngíwat
nail	kukó
nape	teltél
neck	tengngéd
nose	agóng
palm	dakúlap
rib	paragpág
shoulder	abága
skin	kúdil
skull	bángabánga
sole	dapán
thigh	luppó
tongue	díla
tooth	ngípen
waist	síket

L. Parts of the House

balcony/porch	balkón
bathroom	banyó
bedroom	kuartó
ceiling	bóbeda
dining room	komedór
door	ruáangan/rídaw
floor	básar/datár
garage	garáhe
ground space under neath the house	sírok
kitchen	kusína
living room	sálas
post	adígi
rails	réhas/barandílyas
roof	atép
room	kuartó
stairs	agdán

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storeroom	sagumbí/bodéga
toilet	kasílyas
wall	didíng
window	táwa
window sill	pasamáno

Around the House

garden	hardín
granary	kamálig
outhouse	kasílyas
pig pen	úbong ti báboy
playground	pagay-ayáman
poultry	póltri
washing place	paglabaán
yard	paraángan

M. Things for the House

bamboo bed	pápag/balítang
bed	káma/katré
bedspread	kóbrekáma
bench/stool	bangkó
blanket/sheet	ulés
cabinet	aparadór
calendar	kalendáryo
chair	tugáw
clock	reló
curtain	kurtína
dresser	tokadór
flower vase	pluréra
hammock	dúyan/indáyon
mat	ikamén
mirror	sarmíng
mosquito net	moskitéro
piano	piyáno
pillow	pungán
pillow case	súpot ti pungán
radio	rádyo
refrigerator	repridyeréytor
rocking chair	kulumpyó
shelf	istánte
sofa/couch	sopá
stove	dalikán
table	lamisáan
low dining room table	dúlang

APPENDIX E

telephone
television
transistor radio
trunk

telépono
telebisyon
transistór
baól

Things for Cleaning

basin
broom
coconut husk
floor wax
mop/rag
pail
rake
soap
soft broom
stick broom

palanggána
ságad
lampáso
plórwáks
pagnasnás
timbá
karaykáy
sabón
ságad nga buybúy
ságad nga i-ít

N. Utensils and other Things in the Kitchen

basin
big pot
blowpipe
bolo/machete
broiler
can
can opener
casserole/pan
cooking vat
cup
dining table
dipper
drinking glass
faucet
frying pan
grater
jar (earthen)
kettle
knife
ladle
oven
pail
pitcher
plate
platter
pot

palanggána
dungdúng
anguyób
bunéng
parílya
láta
ábreláta
kaseróla
silyási
tása
lamisáan
tábo
báso
grípo
paryók
igádan
burnáy
kaldéro
kutsílyo
akló
órno
timbá
pitsér
pláto/pinggán
bandehádo
bángá

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pot-lifter made of rattan	silóng
pot ring	sagapá
shredder	gadgádan
sink	labábo
spatula	syansí
stove	dalikán
strainer	sagátan
table cloth	mantél
trash can	basúra
winnowing basket	bigáo

Eating Utensils

bowl	malukóng
cup	tása
drinking glass	báso
fork	tinidór
knife	kutsílyo
napkin	serbilyéta
plate	pláto
platter/china tray	bandehádo
saucer	platíto
spoon	kutsára
teaspoon	kutsaríta
wine glass	kupíta

O. Clothes and Accessories for Men

cane	bastón
hat	kallugóng
necktie	korbáta
pants	pantalón
polo shirt	pólo sért
Filipino formal shirt	bárong Tagalog
socks	médyas
suit	térno/amerikána
undershirt	kamiséta
undershorts	karsonsílyo
wallet	pitáka

Clothes and Accessories for Women

blouse	blúsa
native blouse of fine-textured material	kimóna
bra	bra
brooch	barpín

APPENDIX E

cape/shawl	kagáy
chemise/slip	kamisón
clothes	kawés
comb	sagaysáy
dress	bádo/bestída
earrings	arítos
fan	páid/abaníko
girdle	girdél
hair pin	hépin
half-slip	náguas
handbag	bag
necklace	kuwentás
nightgown	báta
panties (underpants)	kalsón/sapín
skirt (knee-length)	pálda
long skirt worn by old women	pandilíng
slippers (for house use)	tsinélas
slippers (for dress use)	sapatílya
stockings/socks	médyas
umbrella	páyong
veil	bélo
wooden shoes	bakyá

Common to Men and Women

belt	sinturón
handkerchief	panyó
pajamas	padyáma
raincoat	kapóte
ring	singsíng
shoes	sapátos
slippers	tsinélas
sweater	swéter
wrist watch	reló

Parts of Clothes

button	botónes
collar	kuwélyo
pleat	plits/pliéges
pocket	bólsa
sleeve	manggás
zipper	síper

P. Foods

APPENDIX E

Vegetables

asparagus bean
bitter melon
cabbage
carrot
cassava
Chinese cabbage
Chinese celery
corn
cucumber
eggplant
ginger
green pepper
horseradish tree
lettuce
mongo beans
mushroom
mustard
okra
onion
peas
potato
radish
spinach
squash/pumpkin
string beans
swamp cabbage
sweet potato/yam
taro
tomato
turnip
white squash
yam (violet in color)

palláng
paryá
repólyo
kárót
kamóteng káhoy
petsáy
kutsáy
maís
pipíno
taróng
layá
síli
marunggáy
letsúgas
balátong
u-úng
mustása
ókra
sibúyas
sitsaró
patátas
rábanos
kulítis
karabása
utóng
kangkóng
kamóte
gábi
kamátis
singkamás
tabúngaw
úbe

Fruits

apple
avocado
banana
 cooking variety
breadfruit
cantaloupe
cashew
coconut
corn

mansánas
abokádo
sabá
 dippíg
rímas
melón
kasúy
niyóg
maís

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grapes
guava
jackfruit
lichee
lime
mango
mountain apple
papaya
peanuts
pear
pineapple
plum
 Java plum
pomelo
sour sop
star apple
starfruit
tamarind
tangerine
watermelon

Seafood

clam
crab (big)
crab (small)
fish
 catfish
 milkfish
 mudfish
oyster
prawn
sardines
shrimp
smoked fish
snail
squid
tuna

Drinks

beer
chocolate
coffee
ginger tea
juice

úbas
bayábas
anángka/langká
litsiyás
daláyap
manggá
makópa
papáya
maní
péras
pínya
sarguélas
 lungbóy
suá
guayabáno
kaimító
dalígan
salamági
kahél
sandyá

kappó
rasá
kappí
ikán
 paltát
 bangús
 dalág
tírem
padáw
sardínas
pasáyan
tinapá
bisokól
pusít
tulingán

*

bir/serbésa
tsokoláte
kapé
tahú
tubbóg/dyus

APPENDIX E

milk	gátas
soda pop	sop dringks
tea	tsa
wine	árak

Q. Planting Terms

harvest	áni
plant	múla
plow	arádo
seed	bukél
seedbed	pagbonobónan
seedling	bunúbón
to dig	agkáli/kalién
to harvest	agáni
to plant	agmúla
to plow	agarádo
to transplant rice seedlings	agraép
to water	agsibúg

Parts of Plants

bark	ukís ti káyo
branch	sangá
bud	búsel
bulb	ramót (nagbukél a ramót)
flower	sábong
fruit	búnga
leaf	bulóng
root	ramót
seed	bukél
shoot	uggót
stem	ungkáy
thorn	siít
trunk	puón
twig	bassít a sangá

R. Insects and Animals

ant	kutón
bee	uyúkan
bird	billít
butterfly	kulibangbáng
carabao (water buffalo)	nuáng
cat	púsa
chicken	manók

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cockroach	ípes, sípet
cow	báka
crocodile	buáya
deer	ugsá
dog	áso
dove	kalapáti
fish	ikán
frog	tukák
goat	kaldíng
hen	upa, dumalága
horse	kabályo
monkey	bákes or sǒnggo
Pig	báboy
rat	utót, baó
rooster	kawítan
sheep	karnéro
snake	úleg
spider	lawálawá
turtle	pag-óng/pawíkan
boar (wild pig)	alíngo

S. Topographical Terms

brook/creek	wáig
cave	kuéba
cliff	teppáng
desert/waste/wilderness	let-áng
farm (not a rice field)	bangkág
forest	bákir
grassland	karuútan
hill	túrod
island	púro
lake/pond	dánaw
meadow	taltálon, karoótan
mountain	bantáy
ocean	taáw
peak (of a mountain, etc.)	tuktók
plain/level land	tanáp (especially, flat top of mountain, hill, mesa)
port/wharf	pyer, pantalán
precipice/ravine	derráas
rice field	tálon
river	karayán
road/street	kalsáda/lansángan
sandy place	kadarátan

APPENDIX E

sea	baybáy/taáw
seashore/beach	ígid ti baybáy
spring	ubbóg
stream	áyus
village	purók/báryo
volcano	bulkán
waterfall	buráyok

T. Natural Elements and Occurrences

air/wind	ágin
breeze	pul-óy
cloud	úlep
dawn/sunrise	bannáwag/aglawág
dew	linnáaw
drizzle/rain shower	arbís
drought	kalgáw
dust	tápuk
earthquake	ginginé
fog/mist	angép
lightning	kimát
moon	búlan
mud	pítak
rain	túdo
rainy days	nepnép
rainbow	bul-laláyaw
sand	dárat
sky/heavens	lángit
smoke	asúk
soil	dagá
star	bitwén
stone	bató
sun	ínit
thunder	gurrú-ud
twilight/sunset	sumipngét
typhoon/storm	bagyó
water	danúm
wave	dallúyon, allón
whirlpool	alinonó

U. Modes of Transportation

airplane	eropláno
bicycle	bisikléta
boat	barangáy

APPENDIX E

buggy/rig	kalésa/karetéla
bus	bus
canoe	bángka
car/automobile	kótse
cart	karisón
jeep/jeepney	dyip/dyípní
raft	rákit/bálsa
sailboat	bilóg
sled	pasagád
ship	bapór
tricycle	traysikél
truck	trak
wagon	bagón

V. List of Adjectives

For People

absent-minded	mananglilípat
active	nasiglát
adolescent	bumaró
	(male)/bumalásang
	(female)
angry	naungét
bad	dákes
beautiful/pretty	napintás/nalapsát
big	dakkél
brave/courageous	naturéd
cautious/careful	naannád
clean	nadalós
conceited, boastful	napangás/natangsít
cowardly	natakrót
crafty/sly	nasikap
cranky	naungét
crazy	agbagtít/agmaúyong
cruel	naúyong
dark-complexioned	nangísit/napugót
delightful/likeable	nakaay-ayát
diligent/hard-working/	nagagét
industrious	
dirty	narugít
disorderly/rowdy	naríri
drunk	nabarték
fair-complexioned	napúdaw
fast	napardás

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fickle	agbáliw-báliw
fine/good/well-behaved	nasingpét/naimbág/ nasayáat
funny/comical	naangáy
flirtatious	garampáng/ maragampáng
gossipy/tattletale	tarabítab
handsome/dashing	nataráki
happy/cheerful/gay	naragsák
honest	nalintég
humble	naemma, napakumbabá
ignorant	nanengnéng
industrious	nagagét
intelligent/wise	nalaíng/nasírib
kind/good	naimbág
lazy	nasadót
liar	ulbód, salawásaw
merciful	naási
mischievous/naughty	nalóko
modest	naemma
noisy	naringgór
old	lakáy/bakét
patient	naános
pitiful	kaási
polite/courteous	nadáyaw
poor	nanomó
quiet	natalná
restless/wriggly	nakutí
rich	nabaknáng
rough/coarse/uncouth	nagubál/bastós
sad	naladíngit
short	pandék/bassít
short-tempered	na-ungét
shy	managbábain
slow	nabuntóg
small/tiny	bassít
snobbish/haughty	natangsít
stingy	naímot
stout/fat	nalukméng
strong	napigsá
stupid/dumb	tórpe/namúno
tall	natáyag
talkative	tarawítaw/nasaó
thin/slim	nakuttóng

APPENDIX E

ugly
vain-glorious
weak

naalás
napasindáyaw
nakapsút/nakápuy

For Objects and Conditions

big
cheap/inexpensive
clean
clear
crooked
deep
destroyed
 broken

dirty
dull
durable/sturdy
empty
expensive
few
 little
foul-smelling
fragile/delicate
 weak/brittle/easily torn or
snapped/rather of poor quality
fragrant
full/filled
hard
hazy/vague
heavy
high
light (of weight)
long
loose
low
many/plenty
narrow
new
nice/good-looking/pretty
old
rectangular
rough/coarse
round/circular
rugged

dakkél
nalaká
nadalús
nalawág/nalitnáv
nakilló
adálem
nadadáel
nabúong, nabúrak,
natókkol
narugít
namudél
nalagdá
awán nagyán
nangína
sumagmamanó
bassit
nabangsít
delikádo
narukóp

nabangló
napnó, napusék
natangkén
nalábo
nadagsén
nangáto
nalag-án
atiddóg
naláwa
nababá
adú
akíkid, nailét
baró
napintás
daán
rektángguló
nakersáng
nagbukél/sírkulo
lasonglasongan

APPENDIX E

shallow	abábaw
sharp	natadém
short	ababá
small	bassít
smooth/fine	namamúyot
smooth/levelled	nasimpá/nalínis/
	napalánas
soft, tender	naluknéng
square	kuadrádo
straight	derétso
thick	napuskól
triangular	trayánggulo
twisted	nagsallapíd
ugly	naalás
upside- down/inside-out	baliktád
wet	nabasá
wide	naláwa

For Clothes

bright-colored	narangráng
faded	immuspák, naguspák,
	nagkúpas
light-colored/pale	nakusnaw
long	atiddóg
loose	naláwa
new	baró
old	dáan
pressed/ironed	plantsádo
shiny	nasiléng
short	nakitíng
snug/tight	nailét
thick	napuskól
thin	naingpís
transparent	nasaragásag
wrinkled/creased	nalunés, nalodlúd
wide	akába
narrow	akíkid

For Food

bitter	napaít
bland	natamnáy
bruised/squashed	naluló
chewy/resilient	nakilnét
cold	namamíis

APPENDIX E

cooked	nalúto
crisp	narasí
dead	natáy
decayed/spoiled/rotten	nabungsót
delicious/good	naímas
dry	namagá
fishy	nalangsí
fresh	nasadíwa
hard	natangkén
hot/warm	napúdot
mature	natangkenán
nutritious	nasustánsya
oily	namantéka
peppery-hot	nagásang
rancid	nabanglíg
raw; unripe	naáta
ripe (particularly fruits)	naluóm
salty	naapgád
soft/tender	naluknéng
soggy	nabasá
sour	naalsém
sweet	nasam-ít
tasty	nanánam
tough (e.g., meat)	nakulbét
wilted	nalayláy
young	naganús

For the Weather

bad	dákes
bright/clear	nalawág, naranyág
cloudy	naúlep
cool, cold, chilly	namam-ék
dark	nasipngét
dim	nalidém
dusty	natápuk
early	nasápa
good	naimbág
hot, humid, warm	napúdot
late	naládaw
muddy	napítak
quiet/calm	natalná
rainy	natúdo
windy	naangní

APPENDIX E

Colors

black	nangísit
blue	asúl
brown	tsokoláte/kapé/kayumanggi
green	bérde
grey	senísa
orange	naranghádo
pink	derósas
violet	lila
white	puráw
yellow	amarílyo

Useful Antonyms (adjectives)

beautiful - ugly	napintás - naalás
big - small	dakkél - bassít
bright - dark	nalawág - nasipngét
bright - dim	naraniág nalidém
clean - dirty	nadalús - narugít
cheap - expensive	nalaká - nangína
dry - wet	namagá - nabasá
durable - weak (of poor quality)	nalagdá - narukóp
far - near	adayó - asidég
fast - slow	nadarás - nabayág
fragrant - odorous	nabangló - nabangsít
hard - soft	natangkén - naluknéng
high - low	nangáto - nababá
hot - cold	napúdot - nalamíis
industrious - lazy	nagagét - nasadót
intelligent - stupid	nalaíng - tórpe or namúno
loose - tight	naláwa - nailét
long - short	atiddóg - ababá
new - old	baró - dáan
noisy - quiet	naringgór - naulímek
patient - cranky	naános - naungét
stout - thin	nalukmég - nakuttóng
strong - weak	napigsá - nakapsút
sweet - sour	nasam- ít - naalsém
tall - short	natáyag - pandék
well- behaved - naughty	nasingpét - nalóko
wide - narrow	akába - akíkid

Sample Comparison of Adjectiver

<u>Positive</u>	<u>Comparative</u>	<u>Superlative</u>
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APPENDIX E

ababá	ab-ababá	kaababaán
akába	ak-akába	kaakabáan
akíkid	ak-akíkid	kaakikídan
amarílyo	naam-amarílyo	kaamarilyóan
asúl	naas-asúl	kaasulán
atiddóg	at-atiddóg	kaatiddogán
baró	barbaró	kabaroán
bassít	basbassít	kabassitán
bérde	naberberdé	kaberdeán
dáan	nadadáan	kadaánan
dakkél	dakdakkél	kadakkelán
naalás	naal-alás	kaalasán
naános	naan-ános	kaanósan
naási	naas-ási	kaasián
nabangló	nabangbangló	kabangloán
nabangsít	nabangbangsít	kabangsitán
nabasá	nabasbasá	kabasaán
nadalós	nadaldalós	kadalusán
nagagét	nagaggagét	kagagetán
nagásang	nagasgásang	kagasangan
naímas	naim-ímas	kaimásan
naimbág	naim-imbág	kaimbagán
naímot	naim-ímot	kaimútan
nakapsút	nakapcapsút	kakapsútan
nakuttóng	nakutkuttóng	kakuttongán
nalagdá	nalaglagdá	kalagdáan
nalaká	nalaklaká	kalakaán
nalamiís	nalamlamiís	kalamiísan
nalawág	nalawlawág	kalawagán
nalidém	nalidlidém	kalidemán
nailét	nail-ilét	kailétan
nalabága	nalablabága	kalabagáan
naláwa	nalawláwa	kalawáan
nalóko	naloklóko	kalukoán
nalukmég	naluklukmég	kalukmegán
naluknéng	nalukluknéng	kaluknengán
namagá	namagmagá	kamagaán
nangína	nanginngína	kangináan
nangísit	nangisngísit	kangisítan
napigsá	napigpigsá	kapigsáan
napintás	napinpintás	kapintásan
napúdot	napudpúdot	kapudútan
naraniág	narannaniág	karaniágan
naringgór	naringringgór	karinggúran

APPENDIX E

narugít	narugrugít	karugítán
narukóp	narukrukop	karukupán
nasadót	nasadsadót	kasadután
nasam-ít	nasamsam-ít	kasam-ítán
nasayáat	nasaysayáat	kasayaátan
nasiléng	nasilsiléng	kasilengán
nasingpét	nasingsingpét	kasingpetán
nasipngét	nasipsipngét	kasipngetán
natangkén	natangtangkén	katangkenán
natáyag	nataytáyag	katayágan
naulímek	naul-ulímek	kaulímkan
naungét	naung-ungét	kaungetán
pandék	napanpandék	kapandekán
présko	naprespreskó	kapreskoán
puráw	napurpuráw	kapurawán
tórpe	natortorpé	katorpeán

W. List of Useful Verb Bases and the Affixes They Commonly Take

adal	study
ag-	to study
-en	to study (something)
agas	treat/cure
ag-	to treat (oneself)
-an	to treat (somebody)
ala	get
ag-	to get
-en	to get (something)
angin	wind
ag-	to blow (said of the wind)
-en	to be blown by the wind
aramid	make/do
ag-	to make/do
-en	to make/do (something)
awat	receive
i-	to hand (something)
/iyawat/	
-en	to receive (something)

APPENDIX E

ayab	call, summon
ag-	to call
-an	to summon (somebody)
ayat	love
ag-	to love
-en	to love (someone)
ay-ayam	toy/game
ag-	to play
-en	to toy with (something)
aywan	take care of
ag-	to take care of
-an	to take care of (somebody or something)
bagkat	lift
ag-	to carry/lift
-en	to carry/lift (something)
bantay	watch
ag-	to watch
-an	to watch (somebody or something)
bangon	get up
-um-	to get up
-en	to pull somebody up
basa	read
ag-	to read
-en	to read (something)
bati	remain
ag-	to remain
i-	to leave (someone or something)
bato	throw/stone
ag-	to stone
-en	to stone (somebody or something)
i-	to throw (something)
bayad	pay/payment
ag-	to pay

APPENDIX E

-an	to pay for (something)
bulod	borrow
-um-	to borrow
-en	to borrow (something)
buteng	fear
ag-	to fear
buya	view/watch
ag-	to view/watch
-en	to watch (something)
kagat	bite
ag-	to bite
-en	to bite (something)
kanta	sing
ag-	to sing
-en	to sing (a song)
katawa	laugh
ag-	to laugh
-an	to laugh at (somebody)
kita	see
ag-	to see (each other)
-en	to look at (somebody or something)
kuyog	go with/accompany
ag-	to go together
-en	to accompany
dait	sew
ag-	to sew
-en	to sew (something)
dalos	clean
ag-	to clean
-an	to clean (something)
danon	reach
-en	to reach

APPENDIX E

i-	to bring some information to somebody's attention
digos	bath/bathe
ag-	to bathe
-en	to bathe (somebody)
diram-os	wash the face
ag-	to wash the face
-an	to wash somebody's face
gatang	buy
-um-	to buy
-en	to buy (something)
gurigor	fever
ag-	to have fever
idda	lie down
ag-	to lie down
-an	to lie down on (something)
innaw	wash dishes
ag-	to wash dishes (actor-focus)
-an	to wash dishes (goal-focus)
inom	drink
-um-	to drink
-en	to drink (something)
isem	smile
-um-	to smile
-an	to smile at (someone)
iwa	slice
ag-	to slice
-en	to slice/cut up (something)
laba	wash clothes
ag-	to wash clothes (actor- focus)
-an	to wash clothes (goal-focus)
lagto	jump
ag-	to jump

APPENDIX E

-um-	to jump
-en	to jump over (something)
lampaso	scrub/husk
ag-	to husk
-en	to husk (the floor)
langoy	swim
ag-	to swim
-en	to swim (a certain length)
lualo	pray
ag-	to pray
-en	to pray (a particular prayer)
lukat	open
ag-	to open
-an	to open (something)
lugan	ride
ag-	to ride
-um-	to ride (a vehicle, etc.)
-an	to ride on (something)
luto	cook
ag-	to cook
-en	to cook (something)
makinilya	type
ag-	to type
-en	to type (something)
maneho	drive
ag-	to drive
-en	to drive (a car)/to operate (a machine)
ngalngal	chew
ag-	to chew
-en	to chew (something)
panaw	leave
-um-	to leave
-an	to leave (somebody)

APPENDIX E

payong	umbrella
ag-	to use an umbrella
-an	to shade (someone) with an umbrella
pigerger	tremble
ag-	to tremble
pulbos	powder
ag-	to powder
-an	to powder (somebody)
punas	wipe
ag-	to wipe
-an	to wipe (somebody or something)
puor	burn/fire
ag-	to burn
-an	to burn (something)
i-	to throw something into the fire
rikep	close
ag-	to close
-an	to close (something)
i-	to close (something)
sakit	sickness
ag-	to ache
ma-	to be sick
sagad	sweep
ag-	to sweep
-an	to sweep (something)
sagana	prepare
ag-	to prepare
i-	to prepare (something)
-an	to prepare for (something, someone)
sagaysay	comb
ag-	to comb (one's own hair)
-en	to comb (one's own hair or somebody else's)
sala	dance

APPENDIX E

ag-	to dance
-um-	to dance
salog	go downhill
ag-	to go downhill
-um-	to go downhill
sang-at	go uphill
ag-	to go uphill
-um-	to go uphill
sangit	cry
ag-	to cry
-an	to cry over (somebody or something)
sangpet	arrive
-um-	to arrive
ag-	to arrive
sao	talk
ag-	to talk
-en	to say (something)
saplid	broom/sweep
ag-	to sweep
-an	to sweep (something)
sapul	look for/search
ag-	to look for
-en	to look for (something)
sarita	talk/story
ag-	to talk
-en	to relate
sarming	mirror
ag-	to use a mirror
-an	to see the reflection of (something) in a mirror
sepilyo	toothbrush
ag-	to brush one's teeth
-en	to brush (something)

APPENDIX E

serrek	enter
-um-	to enter
-en	to enter (a place)/invade (something)
i-	to bring in (something)
sindi	light
ag-	to light (one's cigarette)
-an	to light (a lamp)
sungbat	answer
-an	to answer (somebody)
i-	to give as an answer
surat	write
ag-	to write
-an	to write (somebody or on something)
i-	to write something
suro	learn/teach
i-	to teach
-en	to learn
surot	follow/go with
-um-	to follow
i-	to take along
takder	stand
ag-	to stand
-um-	to stand
taray	run
ag-	to run
-um-	to run
i-	to run with/elope
tarimaan	fix
ag-	to fix
-en	to fix (something)
tawar	haggle
-um-	to haggle
tugaw	chair/sit down
ag-	to sit down

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-an	to sit on (something)
tulad	imitate
ag-	to imitate
-en	to imitate (somebody)
tulong	help
-um-	to help
-an	to help (somebody)
turog	sleep
ma-	to sleep
uli	ascend/climb
-um-	to ascend
-en	to climb up (something)
ulog	descend/go down
-um-	to go down
unget	anger
ag-	to scold/be angry
-an	to scold (somebody)
/ungtan/	
utang	owe/debt
-um-	to owe/borrow money
-en	to borrow (money)

APPENDIX F

Vignettes of Ilokano Life

This is a set of twenty short, authentic dialogues that portray the interaction between the PCV and his Ilokano friends and acquaintances. The English versions are a combination of literal and approximate translations. Approximate translations are used only when literal translations result in unidiomatic English utterances.

Dialogue #1

Situation: A PCV is now acquainted with the people in the neighborhood. He passes by a small sari-sari store. He cannot drop in for a chat. He gives the customary greeting...

PCV: Lumabas ak pay, manong.
S(tore)
K(eeper): Dumagas ka pay, a.
PCV: Into la no {adda pay papanak.
maminsanen ta
adda agur-uray kaniak
idiay balay.
adda nasken uga
aramidek.
agap-apura-ak.}
SK: Isu a no dika dumagasen.
PCV: Lumabasak ngaruden.

Translation

PCV: I'm passing by, Manong.
SK: Drop in a minute.
PCV: Some other time {I'm going somewhere.
because
somebody's waiting for
me at home.
I have an urgent task to
do.
I'm in a hurry.}

APPENDIX F

SK: Well, that's okay if you won't drop in.
PCV: I'll be on my way, then.

Dialogue #2

Situation: A PCV meets somebody who has earlier invited him to a party. The PCV expresses his regrets for being unable to attend the party.

PCV: Mrs. Reyes (or, Manang) -diak met nakaumay diay pabuniag yon ta nagsakitak.
Host: Wen ngarud, di ka met nakaumayen.
PCV: Uray a no nasao met la ni John nga saanak a makaumay.
Host: Wen, nasao na.
PCV: Disdispensaren dak laengen a.
Host: Wen, awan aniaman na. Bareng no inton maminsan makaumay kanton.
PCV: Saanak to a di saan a umayen no maminsan no kastoy la ket ti karadkad.

Translation

PCV: Mrs. Reyes (or Manang), I wasn't able to make it to the baptismal party at your place because I got sick.
Mrs. R: That's right, you weren't able to make it.
PCV: I hope John mentioned that I couldn't come.
Mrs. R: Yes, he did.
PCV: Please excuse me.
Mrs. R: Yes, that's all right. Let's hope that next time you'll be able to make it.
PCV: I won't fail to come next time if I remain this healthy.

Dialogue #3

Situation: A PCV receives a birthday present.

Gift

Giver: (to PCV) Kasangay mo gayam tatta. Alaem ngarud daytoy tapno adda pakalaglagipam ti ita nga aldaw.

APPENDIX F

- PCV: (receiving the gift) Adu la nga pakaringring-goran yo. Dios ti agngina unay ti pannakalagip yo kaniak.
GG: Dayta la ketdin, nanumo laeng.

Translation

- GG: So, it's your birthday today. Please accept this (present) so that you'll have something to remember this day by.
PCV: You should not have bothered. Thank you for remembering me.
GG: Nothing big, it's just a humble present.

Dialogue #4

- Situation: A PCV gives a birthday present to someone.
- PCV: Ited ko man daytoy sangkabassit, apo.
Recipient: Adu la nga pakaringringgoram. Apay ngay?
PCV: Pakakitkitaan yo met a kaniak, ken pakalaglagipan yo ti aldaw nga ita.
R: Yamanek la unay ti pannakalagip mo. Dios ti agngina unay.
PCV: Awan aniaman na.

Translation

- PCV: May I offer this little token, sir?
R: Why did you have to bother?
PCV: That you may have something to remind you of me, and to remember this day by.
R: I'm deeply grateful for your remembrance of me. Thank you very much.
PCV: You're welcome.

Dialogue #5

- Situation: A PCV tries the art of haggling.
- PCV: Sagmamano ti saba yo, ina?
Seller: Tallo ti binting (or bainte-sinko).
PCV: Nagngina metten, ina. Ilaklaka yo met, a.
S: Mano ngay ti kayat mo?
PCV: Innem ti bintingen (or bainte sincon), a.

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- S: Saan a mabalin. Dina pay puunan. Ngem tapno di mo kunkuna, barok, uppat a bukel ti bainte-sincon.
- PCV: Nangina pay la unay. Saglilima a sentimos laengen ta mangala ak ti ado bassit.
- S: Sige man laengen. Mano ti kayat mo?
- PCV: Daytoy sangasapad.
- S: (counts) Sangapulo ket innem. Mano daydiayen ngay no saglilima a sentimos?
- PCV: Otsenta sentimos. Daytoy ti pisos, ina.
- S: Daytoy ti suplim.
- PCV: Innak pay ngarud.
- S: Dios ti agngina. Umaykanto manen.
- PCV: Saan a masasaan.

Translation

- PCV: How much each are your bananas, mother? ('Mother', here, is a term of respect for an old lady.)
- Seller: Three pieces for twenty-five centavos.
- PCV: It's so expensive, mother. Please lessen the price.
- S: How much do you want?
- PCV: Please give it at six for twenty-five centavos.
- S: It cannot be. That doesn't even come up to the buying price. But, just so that you won't feel bad about it, my son, I'll give them to you at four for twenty-five centavos. ('Son', here, is used as an affectionate term for a young person who's a non-relative.)
- PCV: It's still too expensive. Sell them at five centavos a piece and I'll buy quite a few pieces.
- S: All right. How many do you want?
- PCV: This whole bunch.
- S: (counts) Sixteen. How much would that be at five centavos a piece?
- PCV: Eighty centavos. Here's one peso, mother.
- S: Here's your change.
- PCV: I'll be leaving now.
- S: Thank you. Come again.
- PCV: I sure will.

APPENDIX F

Dialogue #6

Introduction: In most communities in the Ilocos, invitations to parties, baptisms, and even weddings, are extended orally. It is common for the host to send someone (usually a girl in her late teens) to extend the invitation. The girl may be the host's daughter or a relation. Servants are never sent on this errand.

Girl: Apo umay ak man?
Owner of the House: Ay, ni Ana. Dumanonka. Ania balasang ko?
Girl: Nana, imbaondak da nanang ta iyananus yo kan kuma ti umay diay balay no Domingo.
OH: Apay, ania ti maaramid?
Girl: Agbuniag diay inaudi nga adimi. Pangrabiin to, nana. Dakay to aminen a ti umay.
OH: Pati ni John, ti PCV?
Girl: Wen, nana.
OH: Ibagam ngad kenkuana, a, ta adda met ditoy.
Girl: Pati sika, John, umay kanto met, a.
PCV: Mapadayawanak ti imbitasyon yo. Umay kamto.

Translation

Girl: Ma'am, may I come up to your house?
Owner of the House: Oh, it's Ana. Come up. What can I do for you, my daughter? ('Daughter', here, is an affectionate term used for a young girl who's a non-relative.)
Girl: Aunt, mother sent me over to ask you to please come over to our house on Sunday. ('Aunt' is a term of respect used for a non-relative.)
OH: Why, what will take place?
Girl: Our youngest brother/sister is going to be baptised. It will be a dinner, Aunt. I hope all of you will come.
OH: Including John, the PCV?
Girl: Yes, Aunt.
OH: Tell him, since he is here.

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Girl: And you, John, you come too.
PCV: We are honored by your invitation. We will come.

Dialogue #7

Situation: A PCV is now ending his tour of duty. He meets a Filipino friend.

FF: Oy, John, agpayso a dandani ti panagawid mo diay Amerikan?
John: Wen. Tallo la a domingok ditoyen.
FF: Kasta unay ngata nga iliw mon.
John: Wen.
FF: Maganatan ka nga umay iti aldaw a panagluas mon?
John: Wen ngem narigat met gayam ti pumanaw.
FF: Apay, adda kadi saan mo a mapanawan?
John: Awan met ketdi, a, ngem adu met ngamin ti nagayyem ko ditoyen.
FF: Anianto ti aramidem no makasubli ka idiay Amerika?
John: Diak pay ammo. Kayatko nga ituloy manen ti panagadal ko.

Translation

FF: Hey, John, is it true that it's almost time for you to go back to the States?
John: Yes. I'll be here just another three weeks more.
FF: You must be extremely homesick by now.
John: Yes.
FF: Are you eager for your departure day to come?
John: Yes, but it's difficult to leave.
FF: Why, is there anybody whom you can't leave behind?
John: Not that there's somebody, but I have already made many friends here.
FF: What will you do when you get back to the United States?
John: I still do not know. I'd like to continue my studies.

APPENDIX F

Dialogue #8

Situation: A PCV hires a laundrywoman.

- PCV: (addressing maid) Ania ti masapul mo?
Maid: (applicant) Immayak ta masapul yo kano ti labandera, apo.
PCV: Sino ti nagkuna?
Maid: Da Mrs. Dacanay, apo.
PCV: Ay wen. Sika ti karruba da a ni Maria?
Maid: Wen, apo, siak.
PCV: Ammom ti aglaba ken agplantsa ti pantalon?
Maid: Wen, apo.
PCV: Ket ti barong?
Maid: Ammok met, apo. Siak ti para laba da Mr. Dacanay ti barong da.
PCV: Nasayaat, a, ngarud. Kasano ti kayat mo nga panagbayad ko, binulan, dinomingo wenno por pidaso?
Maid: Dakay man, no ania ti kayat yo.
PCV: Nasaysayaat sa no por pidaso. Mano ti pantalon?
Maid: Kas diay panagbaybayad da Mr. Dacanay laengen. Otsenta ti pantalon, tallo a piseta ti camisadentro, pisos ti barong.
PCV: Ala wen. Umay mo ngad alaen a dinomingo ti palabaak.
Maid: Wen, apo.

Translation

- PCV: What do you need?
Maid: I came, sir, because somebody told me that you need a laundrywoman.
PCV: Who told you?
Maid: Mrs. Dacanay, sir.
PCV: Oh yes. Are you Maria, her neighbor?
Maid: Yes, sir, I am.
PCV: Do you know how to launder and press pants?
Maid: Yes, sir.
PCV: What about 'baróng Tagalogs'?
Maid: I do, too, sir. I wash Mr. Dacanay's 'barongs'.
PCV: That's fine. How do you want me to pay you; monthly, weekly, or by the piece?
Maid: It's up to you, sir.

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- PCV: I think it's better to pay you by the piece. How much would you charge for a pair of pants?
- Maid: The same price that Mr. Dacanay pays me. Eighty centavos for a pair of pants, sixty centavos for a shirt, one peso for a 'baróng'.
- PCV: All right. You may come to get my laundry once a week.
- Maid: Yes, sir.

Dialogue #9

- Situation: A PCV is asked by his landlady about his age and his place of birth.
- LL: Ket mano met ti edad mon, John?
- John: Ania ti edad nana?
- LL: Tawen. Mano ti tawen mon?
- John: Ay, tawen gayam ti edad. Bainte uno kon, nana.
- LL: Nagubing ka gayam. Kaano ti pannakaiyanak mo?
- John: Idi mil nueve sientos kuarenta y otso, nana.
- LL: Ania a bulan ken petsa?
- John: Primero ti Abril, nana.
- LL: Sadino idia'y Amerika ti nakaiyanakam?
- John: Idia'y Gorman, California, nana.

Translation

- LL: (And) how old are you, John?
- John: What's 'edad', Aunt? ('Aunt'--term of respect for non-relatives.)
- LL: 'Age'. How old are you?
- John: Oh, so 'edad' means 'age'. Twenty-one, Aunt. 406
- LL: You're so young. When were you born?
- John: 1948, Aunt.
- LL: What month and date?
- John: April first, Aunt.
- LL: Where in the United States were you born?
- John: Gorman, California, Aunt.

Dialogue #10

- Situation: A PCV is asked questions by his landlady about himself and his parents.

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- LL: John, adda asawa mon?
John: Awan pay, nana. Baro ak pay.
LL: Ket sibibiag pay la dagiti nagannak kenka?
John: Kaasi ni Apo Dios, nana, sibibiag da pay.
LL: Ania ti trabaho ni Tatang mo?
John: Maestro iti high school, nana.
LL: Ket ni met Nanang mo?
John: Maestra met iti high school, nana.
LL: Sika met ngay, ania ti trabahom idi idia y Amerika?
John: Nagtrabaho ak iti super market.
LL: Ania ti Super Market?
John: Tiendaan nga adda amin a lako: makan, masida, mainom, dagiti aramaten ti balay.
LL: Ay, sarisari store a dakkel?
John: Wen, nana.

Translation

- LL: John, are you already married?
John: Not yet, Aunt. I'm still single. ('Aunt'--term of respect for non-relatives.)
LL: Are your parents still alive?
John: Through the mercy of God, Aunt, they're still alive.
LL: What does your father do?
John: He's a high school teacher, Aunt.
LL: What about your mother?
John: She's a high school teacher, too, Aunt.
LL: And you, what was your job in the United States?
John: I worked at a supermarket.
LL: What's a supermarket?
John: A store where we find all types of goods: foods, meats, drinks, household goods.
LL: Oh, a huge sarisari store?
John: Yes, Aunt.

Dialogue #11

- Introduction: There are female visitors at the house where a PCV lives. They would like to know about the PCV's family and home.

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- L1: John, awan la ti retrato ti familyam ken ti balay yo idiaay Amerika?
John: Adda. Kayat yo a kitaen?
L2: Wen, kitaen tay man.
John: (Brings out pictures of home and family.) Daytoy ti tatang ko. Ni nanang ko daytoy. Daytoy ti kabsat ko a lalaki ken daytoy met ti kabsat ko a babai.
L1: Ubing pay dagiti nagannak kenka?
John: Lumakay met ni tatangen. Dandani innem a pulo (60) ti tawennan. Ub-ubing bassit ni nanang.
L2: Manot tawen da dagitoy addim?
John: Disisiete ni Mark; katorse ni Becky.
L2: Napintas toy balay yo. Manot kuarto na?
John: Tallo ti pagturugan. Daytoy man ti kuartok (shows picture).
L1: Nagpintas gayamen.
John: Daytoy ti salas mi. Daytoy piano ket piano pay la ni nanang idi balasang pay.
L2: Ammom ti agpiano, John?
John: Saan. Kadakam a tallo nga agkakabsat ni la Becky ti adda interes na ti piano. Siak ket tape recorder la ti ammok a tukaren.
L1: Ay, no siak a ket pati tip rekorder diak ammo a tukaren.

Translation

- L1: John, don't you have pictures of your family and your home in the States?
John: I do. Would you like to see them?
L2: Yes, let's see them.
John: (Brings out pictures of home and family.) This is my father. This is my mother. This is my brother, and this is my sister.
L1: Are your parents still young?
John: Father is getting old. He's almost 60 years old. Mother is a little younger.
L2: How old are your brother and your sister?
John: Mark is 17; Becky is 14.
L2: Your house is beautiful. How many rooms does it have?

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- John: It has three bedrooms. Here's my room.
L1: It's so pretty.
John: Here's our living room. This piano has belonged to my mother ever since she was unmarried.
L2: Do you play the piano, John?
John: No. Among us 3 brothers and sister, it's only Becky who's interested in the piano. Me, it's only the tape recorder which I can play.
L1: Oh, as far as I am concerned, I can't even play a tape recorder.

Dialogue #12

- Situation: A PCV and his landlady talk about the PCV's former job in the United States.
- LL: Ni, John, nabayag ka met bassit ditoyen. Diak met la madamagen no aniat trabahom idi idia'y Amerika.
- John: Ti naudi a trabahok nana, kasakbayan ti panag-Piskor ko, ket timmultulongak ti paglakwan ti gasolina.
- LL: Ket no naggraduar ka met ti Kolegion? Nagtrabaho ka pay la iti kasdiay?
- John: Idia'y Amerika, nana, ket saan a nakababain ti agtrabaho iti paglakwan ti gasolina.
- LL: Ania ti husto nga aramid mo ngarud?
- John: Ammo yon a nana: agpunas ti kotse, mangikabil ti gasolina, mangsukat ti bintak a pilid, agugas ti narugit a kotse, ken dadduma pay. No dadduma mangted ak ti direksion kadagiti naka oto a saan da nga ammo ti papanan da.
- LL: Mano met ti sueldom iti dayta a trabahom?
- John: Bassit laeng nana, nasuruk la a maysa a dollar ti maysa nga oras.
- LL: Nagadun. Uppat a pisos ti maysa nga oras. Tallo pulo ket dua a pisos ti maysa nga aldaw?
- John: Saan nana. Ti dollar idia'y ket bassit met ti magatang na.
- LL: Aya?
- John: Wen, nana.

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Translation

- LL: Well, John, you've been here for quite some time now. I've never had the chance to ask you what you used to do in the United States.
- John: The last job I had, Aunt, before I joined the Peace Corps, was as a service station attendant. ('Aunt'--term of respect.)
- LL: But you're a college graduate. Did you still hold such a job?
- John: In the United States, Aunt, it's not degrading to work in a gasoline station.
- LL: What, exactly, did you do, then?
- John: Well, you know, Aunt--clean cars, fill up gasoline tanks, change flat tires, wash dirty cars, etc. At times I gave directions to people driving cars who didn't know how to get to where they were going.
- LL: And how much were you paid for your job?
- John: Not too much, Aunt, just a little over a dollar per hour.
- LL: That's much. Four pesos an hour. Thirty-two pesos a day.
- John: No, Aunt. A dollar there (in the States) can't buy too much.
- LL: Is that right?
- John: Yes, Aunt.

Dialogue #13

Situation: A PCV is on his way to the train station to buy a ticket. He meets a friend.

- A: Papanam?
- B: Mapanak gumatang ti ticket ko.
- A: Apay, papanam?
- B: Innak to diay Manila no rabii.
- A: Aniat pagluganam?
- B: Tren.
- A: Nagsapa ka nga gumatang ti ticket mon?
- B: Wen tapno saanak to nga agap-apora no rabii ta adda pay papanak a sabali intono malem.

Translation

- A: Where are you going?

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- B: I'm going to buy a ticket.
A: Why, where are you going?
B: I'm going to Manila tonight.
A: How are you going? (Literally: What are you riding in?)
B: By train.
A: You're getting your ticket rather early.
B: Yes, so that I won't have to hurry tonight because I still have to go somewhere this afternoon.

Dialogue #14

Introduction: This is a short dialogue on ordering a simple meal.

Place: Tudo-tudo

In this type of eating place, often called karinderia and usually located in the public market, a minimum of language is necessary for ordering a meal. All that one does is point out the food he wants. It may be necessary to say: Kayat ko dayta. If the server picks out the wrong dish, one says: Saan a dayta, dayta nay (this time making sure his finger points to what he wants). The server says: Daytoy? If it is the right dish, one says: Wen. The dialogue may proceed thus.

- PCV: (pointing to dish) Kayat ko dayta.
Server: Daytoy?
PCV: Saan. Dayta nay.
Server: Daytoy?
PCV: Wen.

Translation

- PCV: I like that.
Server: This one?
PCV: No, that one.
Server: This one?
PCV: Yes.

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Dialogue #15

Situation: A PCV enters a restaurant and takes one of the available tables. The waitress (usually a girl in her teens) comes and the PCV orders a meal.

- PCV: Kayat ko ti mangan. Ngem ikkan nak pay nga umuna ti serbesa.
Girl: (leaves and comes back with bottle of beer and glass with ice cubes) Ania pay ti kayat yo?
PCV: Ania ti nasayaat a masida itatta?
Girl: Adda adobo, pinakbet, sinigang a bangus ken dadduma pay.
PCV: Ania pay? 411
Girl: No kayat yo, adda dinardaraan ken pinapaitan.
PCV: Ikkan nak iti sinigang a bangus, adobo, ken inapoy.
Girl: Ania ti kayat yo nga dulce?
PCV: No adda tungdal ikkannak iti dua.
Girl: Awanen?
PCV: Adu daytan.

Translation

- PCV: I want to eat. But, first, give me a beer.
Girl: (leaves and comes back with bottle of beer and glass with ice cubes) What else would you like to have?
PCV: What's good to eat today?
Girl: We have adobo, pansit, sinigang a bangus, and other dishes.
PCV: What else?
Girl: If you wish, we have dinardaraan and pinapaitan.
PCV: Give me sinigang a bangus, adobo, and steamed rice.
Girl: What would you like for dessert?
PCV: If you have tungdal (a species of bananas), give me two.
Girl: Will that be all?
PCV: That's much.

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Dialogue #16

Situation: A PCV makes travel arrangements for himself and a friend with Anno, a rig-driver.

- PCV: (addressing Anno, the local kutsero) Anno, adda papanam no bigat?
Anno: Awan. Apay kadi, John?
PCV: Mapan kam kuma diay ili no bigat. Ilugan nakam man.
Anno: Sinti kaduam?
PCV: Ni Barbara.
Anno: Ania nga oras ti kayat yo a panagrubuat tayo?
PCV: Masapa tay kuma bassit. Daytay aglawag--maysa nga alas singko.
Anno: Mabalin met.
PCV: Mano't pagbayad mi ngay?
Anno: Rauntrip wenno itulud kay la diay ili?
PCV: Itulud nakam laeng ta agmalmalen kam idia. Adda miting dagiti mamestro.
Anno: Mangted kay to la ti uppat nga pisosen.
PCV: Nagngina metten. Tallo laengen a.
Anno: Anian, agsubli ak nga awan ilugan ko. Husto ti uppat ta nawadwad la bassit ti kuartayo.
PCV: Ala man laengen.
Anno: Kasta ngaruden. Adda ak to idia. ita masapa.

Translation

- PCV: (addressing Anno, the local rig-driver) Anno, are you going anywhere tomorrow?
Anno: No. Why, John?
PCV: We'd like to go to town tomorrow. Could you drive us in?
Anno: Who's going with you?
PCV: Barbara.
Anno: What time would you like for us to leave?
PCV: I wish we'd leave rather early. Sometime at dawn--around 5:00.
Anno: That's fine.
PCV: How much shall we pay you?
Anno: Is it round trip, or shall I merely drive you into town?

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- PCV: You'll just have to drive us into town because we'll stay there all day. There's a teachers' meeting.
- Anno: You can give me ₱4.00.
- PCV: That's too expensive. Would ₱3.00 do?
- Anno: Oh, but I'm coming back without passengers. ₱4.00 is just right because, anyway, you're rather affluent.
- PCV: Well, all right.
- Anno: Very well, then. I'll be at your place early.

Dialogue #17

Situation: A PCV buys a bus ticket.

- PCV: Gumatang ak man ti tiket a para Baguio.
- T(icket) S(eller): Primera wanno tercera (klase)?
- PCV: Mano ti primera?
- TS: Otso singkwenta.
- PCV: Ti tercera ngay?
- TS: Kuatro singkuwenta.
- PCV: Ikkannak man iti tercera (klase). (In the meantime lays money on the counter.)
- TS: (hands out ticket) Ne.
- PCV: Dios ti agngina. (gets change)

Translation

- PCV: May I buy a ticket to Baguio?
- T(icket) S(eller): First class or third class?
- PCV: How much would a first class ticket cost?
- TS: ₱8.50
- PCV: What about a third class ticket?
- TS: ₱4.50
- PCV: May I have a third class ticket?
- TS: Here.
- PCV: Thank you.

Dialogue #18

Situation: A PCV introduces a PCV friend to his landlady.

- John: Nana, iyam-ammok man toy gayyem ko a PCV. Ni Walter daytoy. Isu ti PCV da diay Bangar.
- Walter: (bows very slightly towards landlady)

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Landlady: Kumusta ka Walter?
Walter: Nasayaat met, Nana.
Landlady: Agtugaw kayo. Katno ti isasangpet mo ditoy Pilipinas, Walter?
Walter: Itay napan a tawen, Nana.
Landlady: Nabayag ka met gayam bassiten.
Walter: Wen, nana, ngem ita la a bumisita ak ken ni John.
Landlady: Ala ket agsarsarita kayo latta, ta adda bassit papanak. Agmalmalem kadtoyen. Ipabpabalay mo, laeng, a?
Walter: Wen, nana.
Landlady: Kasta ngaruden.
Walter and John: Dios ti kumuyog kadakayo, nana.
Landlady: Dios ti agbati.

Translation

John: Aunt, may I introduce my PCV-friend to you?
This is Walter. He's the PCV in Bangar.
Walter: (bows very slightly towards landlady)
Landlady: How are you, Walter?
Walter: Fine, Aunt.
Landlady: Have a seat, both of you. When did you arrive in the Philippines, Walter?
Walter: Last year, Aunt.
Landlady: So, you've been here for quite some time now.
Walter: Yes, Aunt, but this is my first visit to John.
Landlady: Well, I'll leave you to visit with each other because I'm going somewhere for a while. Stay here the whole day. Do feel at home.
Walter: Yes, Aunt.
Landlady: I'll be on my way, then.
Walter and John: God go with you, Aunt.
Landlady: God stay with you.

Dialogue #19

Situation: A PCV goes to visit his principal. He is unfamiliar with the district. He asks for information from a stranger.

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- PCV: (addressing stranger in a street or street corner) Dila mabalin ti agsaludsod, apo?
Stranger: Saan man. Apay kadi?
PCV: Napukaw ak metten. Sadino ditoy ti Mabini Street?
Stranger: Ay, adayo bassit ditoy. Apay, sinot makimbalay ti birbirokem idiay?
PCV: Balay ti prinsipal ditoy Gabaldon.
Stranger: Ay, wen. Surotem daytoy a kalsada. Inton madanon mo daydiay a lansangan agpakannawan ka. Agbilang ka ti tallo nga babassit a kalsada. Kumita kanto ti makanigid mo. Makitam to ti balay a binato. 'diay kaabay na a baro a balay ti balay ti prinsipal.
PCV: Dios ti agngina unay.

Translation

- PCV: May I ask a question, sir?
Stranger: Surely. What can I do for you? (literally: Surely. Why?)
PCV: I've lost my way. Where's Mabini Street?
Stranger: Oh, it's quite away from here. Why, whose house are you looking for?
PCV: The house of the principal of Gabaldon.
Stranger: Oh, yes. Stay on this street. When you reach that street over there, turn right. Count three small streets. Look to your left. You'll see a stone house. The new house beside it is the principal's house.
PCV: Thank you very much.

Dialogue #20

Diay Tiendaan

- Situation: A young lady and an older lady meet in the market.
A: Apay, nana, nagadu ti gatangen yo a sidan?
B: Adut sangaili mi.
A: Apay, sinot sangaili yo?
B: Da Rosa.
A: Isuda amin a sangka familia?
B: Wen a, ken intugut da dagitay dua a kadua da ta masapol da nga agawir kadagitay babassit.

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- A: Ay, kasta. Ni, kasta ngaruden, a nana. Kumustan to la da Rosan. Agpasiar dan to met koma, a, diaybalay.
- B: Wen. Ibagak to.

Translation

In the Market

- A: Oh, Aunt, you're buying so much viand!
- B: We have many guests.
- A: Why? Who are your guests?
- B: Rosa and company.
- A: The whole family?
- B: Yes, and they brought along both their maids because they're needed to baby-sit.
- A: Oh, I see. Well, then, I'll be on my way. My regards to Rosa and the rest. I hope they'll come to our house for a visit, sometime.
- B: Yes. I'll tell them.

A Slide Show

- Situation: A PCV gives a brief slide show on his home city and state during a P.T.A. gathering.

PCV: (introducing his own talk) Diak ammo no ammo yo a taga Detroit ak. Ti Detroit adda idia Michigan. Dagitoy ipakitak nga retrato, naala da idia Michigan.

View of Detroit from the Air: Ti Detroit adda iti igid ti Lake Michigan. Isu ti ayan ti kadadakkelan a fabrika ti automobil.

View of a Lake and a Picnic Ground: Adu ti lake idia Michigan. Pag-ay-ayaman ken pagpipiknikan dagitoy a 'lake'.

View of the U. of M.: Daytoy ti U. of M., maysa a kadakkelan ken agdindinamag nga universidad idia Amerika. Adu ti Filipino nga agad-adal ditoy.

The Seasons: Mamimpat nga agsukat iti klema ken tiempo idia Michigan. Daytoy ti fall-tiempo a panaglabaga ken panagtinnag dagiti bulbulong.

Winter Scene of the Same Place: Isu met la a lugar daytoy. Ngem ita, nagtinnag dagiti bulbulungen ket adu met ti snow iti daga.

Spring: Ditoy natunaw aminen ti snow ket mangrugi man nga agbulong dagiti kayon.

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Summer: I tan, summer, a makuna, napuduten. Makitayo manen ti amin a bulbulong.

Translation

A Slide Show

PCV: (introducing his own talk) I don't know if you know that I'm from Detroit. Detroit is in Michigan. These pictures I'm going to show you were all taken in Michigan.

View of Detroit from the Air: Detroit is on the shore of Lake Michigan. It's where we find the largest automobile factories.

View of a Lake and a Picnic Ground: There are many lakes in Michigan. These lakes are play-and-picnic areas.

View of the University of Michigan: This is the University of Michigan, one of the largest and most famous universities in the United States. There are many Filipinos who go to school here.

The Seasons: The climate and the season change four times a year in Michigan. This is fall--the season when the leaves turn red and fall.

Winter Scene of the Same Place: This is the same place (as the former picture). But, now, the leaves have already fallen, and there's much snow on the ground.

Spring: Here, all the snow has already melted, and, once again, the trees start to leaf.

Summer: Here, summer, so-called, it's already hot. You see all the leaves, once more.

APPENDIX G

Ilokano Songs

(1) Bannatiran

Bannatiran ta dutdut mo't kalilibnosan.
Ta panggep mo di ka patuloyan.
Pumanaw kan sadino ti papanam?
Sadino bannatiran,
Ania nga kayo ti inka pagdissuan?

(2) Dungdunguen Kanto

Dungdunguen kanto unay-unay.
In-indayonen kanto't sinama-a-ay.
Tultuloden kanto't naalumamay,
Pagammuanen inkanto malibay.

Annay pusok, annay, annay,
Nasaem, naut-ut la unay.
Itidem kaniak ti pannaranay
Tapno asi ak a maidasay.

(3) Manang Biday

Manang Biday ilukat mo man
Ta bentana ikalukbabam
Ta kitaem toy kinayawam
Matay akon no dinak kasian.

Asino ka nga aglabas-labas
Toy hardin ko pagay-ayamak?
Ammom ngarud a balasang ak
Sabong ti lirio di pay nagukrad.

(4) O Naraniag a Bulan

O naraniag a bulan,
Un-unnoy ko't indengam.
Dayta naslag a silaw mo,

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Di ka kad ipaidam.

O naraniag a bulan,
Un-unnoy ko't indengam.
Toy nasipnget a lubong ko,
In ka kad silawan
Tapno diak mayaw-awan.

No in ka nanglipaten,
Karim kaniak naggibusen,
Samsam-itek ni patay,
O bulan nga aklonen.
Nanglaylay toy ayat ko
In ka kad palasbangen.
Un-unnoy ko darasem
Nga ikeddeng.

(5) Pammulinawen

Pammulinawen,
Pusok indengam man.
Toy umas-asug, agrayo ta saddiam.
Panunutem man, di ka pagintutulngan,
Toy agayat, agrayo ta saddiam.

Itidem ti di ak kalipatan
Ta nasudi unay a nagan
Uray sadin ti ayam
Lugar sadino man
No malagip ka, pusok ti mabang-aran.

(6) Ti Ayat Ti Maysa Nga Ubing

Ti ayat ti maysa nga ubing,
Nasamsam-it ngem hasmin.
Kasla sabong nga apagukrad,
Ti bulan iti Abril.

Ti ayat ti maysa a lakay,
Aglalo no agkabaw.
Napait, napait, napait a makasugkay.

APPENDIX H

Glossary

This glossary is a compilation of all the vocabulary items introduced in the different lessons. The entries are alphabetized according to the following scheme:

A B K D E G H I L M
N NG O P R S T U W Y

Each item is entered in the following manner: Ilokano word; part of speech; meaning; lesson number where it first appears.

e.g. abagatan N south 13

This means that abagatan is a noun which means 'south' and it first appears in lesson 13.

The parts of speech and the abbreviations used are:

N	noun
V	verb
Adj	adjective
Adv	adverb
Prep	preposition
Conj	conjunction
Pron	pronoun
Part	particle
Int	interjection
QW	question word
D	deictic

a Part	variant of <u>nga</u> 1
abagátan N	south 13
ábay Prep	beside 26
abokádo N	avocado 27
abogádo N	lawyer 7
Abríl N	April 18
ak Pron	I 5

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akín Pron	whose 19
addaytóy	contraction of <u>Adda ditoy</u> . 'Here it is.' 25
áding N	younger sibling 6
adó Adj	plenty 17
adóbo N	a Philippine meat dish usually of pork and/or chicken cooked in soy sauce, vinegar and spices 34
agángin V	to blow (said of the wind) 29
agapóy V	to steam rice 35
agarbís V	to drizzle, to shower 29
ágas N	medicine 35
agáwid V	to go home 28
agbása V	to read 11
agbásketbol V	to play basketball 11
agbólíng V	to play bowling 35
agbúya V	to watch (a movie, a game, etc.) 12
agkalkálap N	fisherman 10
agkantá V	to sing 11
agkimát V	to give out flashes of lightning 29
agdáit V	to sew 12
agdamá Adv	current 34
agdígós V	to take a bath 20
agdrówing V	to draw 35
agdyíp V	to ride in a jeep 30
aggurruód V	to thunder 29
aginnáw V	to wash dishes 36
aginggána Adv	until 35
agláko V	to sell 30
aglangóy V	to swim 21
agmakinílya V	to type 30
agmaného V	to drive (a vehicle) 35
agóng N	nose 16
Agósto N	August 18
agpakuná V	to go in an indefinite direction 35
agpasyár V	to take a walk 20
agpíngpong V	to play pingpong 35
agsála V	to dance 11
agsaludsód V	to ask/inquire 13
agsángit V	to cry 12
agsaó V	to speak/talk 12
agsápa N	morning 18
agsardéng V	to stop 29
agsigarílyo V	to smoke (cigarettes) 11
agsúrat V	to write 11

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agtakdér V	to stand 11
agtagibaláy N	housewife 10
agtaráy V	to run 11
agtelépono V	to phone 30
agténis V	to play tennis 35
agtrabáho V	to work 20
agtúdo V	to rain 29
agtugáw V	to sit down 5
agtúno V	to broil 30
agúray V	to wait 14
ála V	get 36
aláen V	to get/take something 23
aldáw N	day, noon 1
Alemán N	German 8
almosár N	breakfast 18
amarílyo Adj	yellow 24
Amerikána N	American (female) 7
Amerikáno N	American (male) 7
amiánan N	north 13
ammó V	know 29
anák N	child 34
ángin N	wind 29
angóten V	to smell 23
aniá Pron	what 3
ápo N	title of respect for older people or strangers 2
Aprikáno N	African (male); the female form is <u>Aprikana</u> 8
aramíden V	to do/make 11
arasáwen V	to wash (vegetables, fruits, uncooked rice) 35
ári N	king 9
arína N	flour 27
arítos N	earrings 37
artista N	actor/actress 10
asáwa N	husband/wife 19
asidéq Prep	near, close by 26
asín N	salt 25
asúkar N	sugar 27
asúl Adj	blue 24
atádo N	a lot, a portion 27
atiddóg Adj	long (singular) 17
atitiddóg Adj	long (plural) 17
awán Adj	none 26

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ayáb V	call 37
ayán Pron	a question word, 'where' 13
babá Prep	down, below 26
babái N	girl, female 7
babassít Adj	small, tiny (plural) 17
babbái N	girls, females 7
babbalásang N	ladies, unmarried women 10
báboy N	pig 15
bákir N	forest 33
bádo N	dress, shirt 4
bagás N	uncooked rice 27
balásang N	lady, unmarried woman 10
balátong N	mongo beans 27
baláy N	house 17
balbaláy N	houses 17
balkón N	porch 26
balóta N	ballots 38
balút N	duck's egg with partially developed embryo 27
bánga N	clay pot 35
bangús N	milkfish 27
barbáreng Adv	hopefully 40
barbéro N	barber 35
barberyá N	barber shop 30
baróng N	man's Philippine formal shirt 23
baryó N	barrio 13
basáen V	to read (something) 23
bási N	rice wine 23
báso N	glass, tumbler 20
bassít Adj	small, tiny (singular) 17
basúra N	garbage, trash 32
bayábas N	guava 30
belléng V	throw 32
bérde Adj	green 24
biáhe N	trip 33
Biérnes N	Friday 18
bigát N	morning 1
binigát Adv	every morning 29
binúlan Adv	every month 29
biolín N	violin 23
bisíta N	visitor, guest 32
bistik N	beef steak 35
blúsa N	blouse 31
bóbeda N	ceiling 3

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bóda N	wedding 41
bodéga N	storehouse 26
bóla N	ball 34
búlan N	month 18
bulóden V	to borrow (something) 23
bulóng N	leaf 4
bumakét Adj	getting old (said of women); the masculine counterpart is <u>lumakay</u> 34
bumúlod V	to borrow 14
bunéng N	bolo, machete 36
bunót N	coconut husk 36
bus N	bus 33
ka Pron	you (singular) 2
kaanakán N	nephew/niece 16
kabsát N	sibling 16
kadakamí Pron	to/for us (exclusive) 15
kadakayó Pron	to/for you (plural) 15
kadakuáda Pron	to/for them 15
kadagidiáy Pron	of/among those yonder 19
kadagitá Pron	of/among those 19
kadagitóy Pron	of/among these 19
kadatá Pron	to/for us (dual) 15
kadatayó Pron	to/for us (inclusive) 15
kadí Part	a question word 12
kahón N	box 20
kalésa N	rig 30
káli V	dig 36
kalmán N	yesterday 18
kalpasán Adv	afterwards 35
káma N	bed 33
kamátis N	tomato 27
kamí Pron	we (exclusive) 5
kamisadéntro N	man's shirt 39
kamiséta N	T-shirt 39
kanawán N	right (hand) 35
kanáyon Adv	always 36
kankanén N	native delicacy 30
kanén N	food 21
kanigid N	left (hand) 35
kanó Part	a quotative marker meaning 'It is said.' 25
kantáen V	to sing (something) 23

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kánto N	corner 35
kapé N	coffee 14
kapeteryá N	cafeteria 14
kapin-anó QW	how ... related 16
kappó N	clam 27
kárne N	meat 27
kárne ti báboy	pork 27
kárne ti báka	beef 27
karpintéro N	carpenter 7
kartílb N	scissors 30
kartíben V	to cut (something) with a pair of scissors 31
kasangáy N	birthday 37
kasdiáy Adv	that (yonder) 35
kasinsín N	cousin 16
kastá Adv	that way 35
kastá met	a greeting response: 'Same to you.' 2
Kastíla N	Spaniard 8
kastóy Adv	this way 35
kastóy lattá	a greeting response: 'Just fine.' 2
kawés N	clothes 35
kayát V	like, want 21
káyo N	tree 4
kayó Pron	you (plural) 2
keddél V	pinch 21
ken Part	and 5
kénka Pron	to/for you (singular) 2
kenkuána Pron	to/for him/her 15
ket Part	and 2
kílo N	kilogram 27
kimát N	lightning 29
kíta V	see 29
kitáen V	to see, to look at 23
ko Pron	my 10
komedór N	dining room 26
kontribusión N	contribution 38
kosína N	kitchen 26
kuadérno N	notebook 38
kuáen V	to do/make 11
kuartá N	money 32
kuartó N	room 17
kuentás N	necklace 37

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kumá Part	subjunctive expression meaning 'wish' or 'hope' 14
kumustá (ka) QW	a greeting: how (are you) 2
kuná V	say 32
kúyog V	go with 41
da Pron	they, their 5, 10
dakamí Pron	we (exclusive) 5
dakayó Pron	you (plural) 2
dakkél Adj	large (singular) 17
dadakkél Adj	large (plural) 17
dagidí D	plural marker indicating remote past 34
dagidiáy D	those (yonder) 3
dagitá D	those 3
dagitáy D	plural marker indicating recent past 34
dagitóy D	these 3
dágom N	needle 36
dagós N	temporary lodging place 40
dáing N	dried fish 38
daíten V	to sew (something) 23
dámag N	news 32
dániw N	poem 33
danúm N	water 14
danumán V	to put water (on something) 35
datá Pron	we, dual (you and I) 5
datayó Pron	we (inclusive)
dáya N	east 13
daydí D	singular marker indicating remote past 34
daydiáy D	that (yonder) 3
daytá D	that 3
daytáy D	singular marker indicating recent past 34
daytóy D	this 3
denggén	to listen to 23
(dengngegen)	
derósas Adj	pink 24
didíng N	wall 3
digósen V	to bathe (somebody) 31
dinomíngo Adv	every week 29
Dios ti	thank you 5
agngína	
Disiémbre N	December 18
ditá D	there 13
ditóy D	here 13

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doktór (Dr.) N	doctor 2
domingo N	week 29
Domíngo N	Sunday 18
dormitório N	dormitory 13
dumánon V	to arrive at (a place) 33
dumáwat V	to ask for 14
Enéro N	January 18
eskuéla N	school 13
estasyon N	station 13
estudiánte N	student 4
gánta N	ganta (a grain measure) 27
gatángen V	to buy (something) 23
gátas N	milk 14
gawgáwan V	to rinse (clothes and the like) 35
gáyam Part	a particle meaning 'so' as in <u>Ay, ni Juan gayam</u> . 'Oh, so it's John! 14
gayyém N	friend 2
gелgelén V	to rub (clothes and the like) 35
gitára N	guitar 24
gumátang V	to buy 14
gúrong N	leg 16
gurrúod N	thunder 29
gustó V	love to 21
Hapón N	Japanese (male); the female form is <u>Haponesa</u> 7
Huébes N	Thursday 18
Húlio N	July 18
Húnio N	June 18
ibagá V	to tell (something) 25
ibáti V	to leave (something) behind 25
ibató V	to hurl (something) 25
ibelléng V	to throw (something) away 25
ikábil V	to put (something) (somewhere) 25
ikán N	fish 23
ikkán V	to give (something or somebody) 38
íkit N	aunt 16
iddepén V	to turn off (the light, etc.) 23
idí Adv	before; indicator of past time 29
idiáy D	there (yonder) 13
idúlin V	to keep (something) 25
iláko V	to sell (something) 25

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íli N	town 13
Ilokáno N	a person from the Ilocos region; the female form is <u>Ilokana</u> 7
íma N	hand 16
inaldáw Adv	every day 29
inapóy N	steamed rice 23
inhinyéro N	engineer 7
ínit N	sun 29
innáw V	wash dishes 36
inóras Adv	every hour 29
Insík N	Chinese 8
intóno Part	future time marker 18
ipán V	to take (something) to a place 25
ipisók V	to put into the pot preparatory to cooking 35
iréyser N	eraser 3
irikép V	to close (something like a door or a window) 25
isalapáy V	to hang in order to dry (clothes, etc.) 35
isú Pron	he, she 5
isúbli V	to return (something) 25
isúda Pron	they 5
isúrat V	to write (something) 25
isúro V	to teach (something or someone) 25
itá Adv	now, today 18
Italiáno N	Italian (male); the female form is <u>Italiana</u> 8
itattá Adv	right now 29
itáy Adv	recent past 29
itéd V	to give (something) 25
itík-itík N	a Philippine folk dance imitating the movements of a duckling 24
itinnág V	to drop; to mail (letter) 32
itlóg N	egg 27
iyáwat V	to hand (something) over 25
lakáy N	old man 37
láko N, V	merchandise, wares 27; to sell 27
láeng Part	a grammatical element meaning 'only, just' 2
laláki N	boy, male 7
lalláki N	boys, males 7
lamisáan N	table 3
lamlamisáan N	tables 17

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lampáso V	polish (the floor) with a coconut husk 36
langóy V	swim 29
Laoág N	capital city of Ilocos Norte 40
lapáyag N	ear 16
lápis N	pencil 3
laplápis N	pencils 17
láud N	west 13
láwas N	week 28
láybrari N	library 29
layós N	flood, deluge 34
leys N	lace 27
libró N	book 3
likód Prep	in back of, behind 26
lináwas Adv	every week 29
lináyen V	to cook well and evenly (usually said of rice) 35
lipátan V	to forget 38
lóla N	grandmother 16
lólo N	grandfather 16
lugár N	place 17
lúgaw N	gruel, porridge 33
lumagtó V	to jump 14
Lúnes N	Monday 18
Lunéta N	a park in Manila 20
lutúen V	to cook (something) 23
maatianán V	to dry up (said of something being cooked) 35
mabalín Adj	possible, can be 13
mabií1 Adv	short time, a little while 29
makaám-ammó V	to get acquainted with 5
makabángon V	to be able to rise from bed 39
makapagná V	to be able to walk 39
makapán V	to be able to go 39
makinílya N	typewriter 25
madámdamá Adv	later 28
maéstra N	teacher (female) 1
maéstro N	teacher (male) 2

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maikalimá	fifth 35
Adj	
maís N	corn 27
malagíp V	to remember 34
malém N	afternoon 1
maléta N	suitcase 32
maminsán	once 29
Adv	
mánang N	term of respect for older girl/woman belonging to the same generation as the speaker, older sister 13, 16
mannálon N	farmer 10
mannúrat N	writer 10
manó QW	how many 16
manók N	chicken 32
mánong N	term of respect for older male belonging to the same generation as the speaker, older brother 15, 16
mansanas N	apple 30
manggá N	mango 20
mangtéd V	to give 38
maragsákan	to be glad, to be happy 5
Adj	
Marsó N	March 18
Martés N	Tuesday 18
masápol Adj	necessary 40
matá N	eye 16
matimátiks	mathematics 34
N	
Máyo N	May 18
mayór N	mayor 6
Meksikáno N	Mexican (male); the female form is <u>Meksikana</u> 8
médias N	socks, stockings 4
met Part	also, too 1
mi Pron	our (exclusive) 10
Miércoles N	Wednesday 18
minalém Adv	every afternoon 29
mísa N	Holy Mass 41
mísis (Mrs.)	madam (Mrs.) 2
Adj	
mistér (Mr.)	mister (Mr.) 2
Adj	
míting N	meeting 29

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mo Pron	you (singular), your 1, 10
múla N	plant 36
munisípio N	municipal hall 35
na Pron	his, hers 10
naalás Adj	ugly (for females) 8
naános Adj	kind, patient 8
nabayág Adj	long time 18
nakapsót Adj	weak 17
nakuttóng Adj	thin 8
nadadaél Adj	destroyed, broken 36
nadalós Adj	clean 17
nagagét Adj	hard-working, industrious
nágan N	name 10
naguápo Adj	handsome 8
nailét Adj	tight 17
naímas Adj	delicious 22
naimbág Adj	good, fine 1
nalabága Adj	red 24
nalagdá Adj	durable 22
nalaíng Adj	intelligent, smart 8
namaiís Adj	cold, cool 21
nalóko Adj	naughty, mischievous 8
nalukmég Adj	stout 8
namúno Adj	stupid 8
nánang N	mother 16
nangína Adj	expensive 25
napan a tawen Adv	last year 29
napigsá Adj	strong 17
napintás Adj	beautiful, pretty 8
napúdot Adj	hot 21
napuskól Adj	thick 36
nárna N	narra tree 37
nars N	nurse 7
narugít N	dirty 36
Narvacán N	a town in Ilocos Sur 41
nasadút Adj	lazy 8
nasayáat Adj	fine 2
nasingpét Adj	well-behaved 8
natáyag Adj	tall (used for people) 8

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naténg N	vegetable 20
naúdi Adj	late, last 33
naungét Adj	cranky 8
negosyánte N	businessman 10
ni Part	proper noun marker 5
nisnís N	rag for wiping 36
no Part	if; future time marker 29
Nobiembre N	November 18
no daddúma Adv	sometimes, once in a while 30
nuáng N	water buffalo 26
nga Part	a grammatical element (ligature) joining two content words such as an adjective and a noun 1
ngarúd Part	then (as in 'Whose is it, then?') 19
ngatá Part	perhaps, maybe 28
ngem Part	but 17
ngíwat N	mouth 16
Oktúbre N	October 18
óso N	bear 33
ospital N	hospital 13
pádi N	priest 29
pagkaseroán N	boarding house 35
pagparadáan N	parking place 33
Pámulinawén N	title of a popular Ilokano song 29
panagáwid N	one's going home 28
panagrikná N	feeling 39
panagriíng N	reveille 18
panagtúrog N	bedtime 18
panáit N	thread 36
pandék Adj	short 8
pantalón N	pants 4
pangngaldáw N	lunch 18
pangrabií N	dinner/supper 18

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papáya N	papaya 27
papél N	paper 3
paryá N	bitter melon 27
pasaráy Adv	occasionally, sometimes 36
pasáyan N	shrimps 27
paskuá N	Christmas 41
pastór N	minister 29
patátas N	potatoes 21
patayén V	to kill (someone or something) 23
patís N	salted fish sauce 38
páto N	duck 27
pay Part	a particle meaning 'too' 8
páyong N	umbrella 3
Pebrero N	February 18
pekkelén V	to squeeze (something) 35
pétsa N	date 18
piésta N	fiesta 41
píli V	choose 37
Pilipína N	Filipino woman 7
Pilipíno N	Filipino 7
pinakbét N	a popular Ilokano vegetable dish 34
pisárra N	blackboard 3
Pis Kor N	Peace Corps Volunteer 7
pitáka N	wallet 26
plantsá V	press, iron 35
plása N	town plaza 41
pos ópis N	post office 13
póste N	post 33
Pransés N	French 8
prinsipál N	principal 2
prográma N	program 24
propesór N	professor 8
prútas N	fruits 15
púkis V	to cut hair 35
pulís N	policeman 10
puráw Adj	white 17
púsa N	cat 26
putéden V	to cut 23
pyanísta N	pianist 10
pyáno N	piano 23
rabii N	night 1
radio N	radio 32
rámay N	finger 16

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rámay ti	toe 16
sáka N	
reló N	clock, wristwatch 4
repólyo N	cabbage 27
repórt N	report 32
reppét N	bundle 27
restaurán N	restaurant 13
retrato N	picture 32
réyna N	queen 9
ríbon N	ribbon 27
rígis N	rag 36
rinabíí Adv	every night 29
rosál N	gardenia 22
rósas N	rose (flower) 21
ruáŋan N	door 3
ruár Prep	outside 26
rukudén V	to measure 35
rú-ut N	grass 4
sa Part	expression of doubt: 'I think' as in 'I think it's red.' 28
saán Adv	no 7
saanto man	yes, indeed (future) 28
Sábado N	Saturday 18
sábong N	flower 4
sáka N	foot 16
sadíno QW	where 10
sagána V	prepare 37
sagaysáy N	comb 29
sagmamanó QW	how much each, how many each 27
sagpaminsán Adv	once in a while, sometimes 30
sálas N	living room 26
sandályas N	sandals 39
sángo Prep	in front of 26
sapátos N	shoes 4
sapólen V	to look for/seek (something) 23
sapúlen V	to look for, to seek 14
saríta V	talk 38
sáyang Int	expression of regret equivalent to 'What a pity!' 33
senadór N	senator 7
sepílyo N	toothbrush 29

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Septiémbré	September 18
N	
serbésa N	beer 14
siak Pron	I 5
siká Pron	you (singular) 2
síko N	elbow 16
sidá N	fish, viand 24
sigarílyo N	cigarette 3
sílaw N	light 4
simbáan N	church 13
síno Pron	who 17
síngko N	five, nickel 28
singsíng N	ring 4
sírok Prep	under 26
sublí V	return 28
sukáten V	to measure 35
sumarunó	next 28
Adj	
sumrék V	to enter 5
súpot N	paper bag 27
súrat N	letter 14
ta Pron	we, dual (you and I) 5
takyág N	arm 16
tagá Prep	from 10
tagá-anó QW	from where 10
tagiláko N	merchandise, wares 40
talí N	rope, string 27
tángo N	the Argentine dance, tango 40
taó N	person 17
tapnó Conj	so that 38
taróng N	eggplant 27
tátang N	father 16
tattáo N	persons 17
táwa N	window 3
tawén N	year 28
tayó Pron	we (inclusive) 5
téla N	cloth, textile 27
tengugá	center, middle 26
Prep	
tiendáan N	market, store 14
tinápay N	bread 23
Tinikláng N	the Philippine folk dance popularly known as the bamboo dance 14
tinnág V	drop, mail (letter) 32

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tísa N	chalk 3
tokarén V	to play (an instrument) 23
trabáho N	job, work 10
trényi N	trainee 4
tsa N	tea 21
tsinélas N	slippers 36
tsokoláte N	chocolate 21
tuália N	towel 36
túdo N	rain 29
tugáw N	chair 3
tumakdér V	to stand 14
tumáwar V	to haggle 30
túmeng N	knee 16
tumúlong V	to help 14
tunggál Adv	every 30
tungó N	firewood 36
ubbing N	children 11
ubbóg N	spring 20
ubing N	child 11
ulitég N	uncle 16
úlo N	head 16
umáy V	to come 14
umayáb V	to call 37
uminóm V	to drink 14
umúli V	to ascend 14
umútang V	to borrow (money); to buy on credit 30
únay Adv	an intensifier meaning 'very' 40
unég Prep	inside 26
upprán V	to soak 35
uray no Conj	even though, although 31
utóng N	string beans 27
wen Adv	yes 7
yárda N	yard 27
yo Pron	you (plural), your 1, 10

Notes

LESSON ONE

1. Cultural Note. The plural pronoun is often used in Ilokano as a sign of respect. Literally, naimbag a bigat yo means 'good morning you all'. It is used as a greeting for a plurality of addressees. A second use for this social formula, however, is as a respectful greeting addressed to a singular person. It is usually used for elders and for strangers.
2. The ligature nga has two forms: a and nga. The form a is used before consonant-initial words; nga before vowel-initial words. For example: naimbag a bigat, naimbag nga aldaw.
3. Naimbag nga aldaw mo/yo is a greeting that is used at noon (between about 11:00 a.m. and 1:00 p.m.). Literally it means 'good day'.
4. Met is a response marker. Naimbag a bigat mo met literally means 'good morning, too' or 'good morning, also'.
5. The pronoun mo has two forms: mo and -m. Mo is used after consonant-final words; -m after vowel-final words. The form -m is usually attached to the word it follows. For example: bigat mo, rabiim (rabii + -m).

LESSON TWO

1. Ka and kayo mean 'you' (singular) and 'you' (plural), respectively. They are parallel to mo and yo. Ka and kayo and mo and yo belong to two different sets of pronouns. You will learn more about them in the succeeding lessons.

2. Kumusta kayo means 'How are you all'. It is used as a greeting for a group of people. However, it is also used as a polite greeting for an individual—usually an elder or a stranger. (See Notes, 1, Lesson One.)
3. Dakayo is a full form of the pronoun kayo. These two forms have their respective uses which will be learned in the succeeding lessons.

LESSON THREE

1. The Ilokano deictics (also called demonstratives) are:

Singular Plural

daytoy	dagitoy	(near speaker)
dayta	dagita	(near hearer, far from speaker)
daydiay	dagidiay	(away from both speaker and hearer-yonder)

2. Notice the deictic switch between daytoy and dayta in questions and answers where daytoy refers to something near the speaker (ordinarily within his reach) and dayta refers to something away from the speaker but near the hearer. In some instances dayta may be used to point out that which is not within reach of either the speaker or the hearer, but somewhere not too far from either one or the other.

e.g. Q Ania
 daytoy?
 R Pissarra
 dayta.
 Q Ania dayta?
 R Lapis
 daytoy.
 Q Ania dayta?

R Lapis dayta.

LESSON FOUR

1. Plurality in Ilokano can be signaled through the noun by the reduplication (doubling) of its first syllable.

e.g. lib.ro -- lib.lib.ro
 'book' 'books'

(In the above example, the dot [.] indicates syllable division.) Most often, the reduplicated syllable is closed. That is to say, it ends in a consonant (see example above). When the first syllable of the noun ends in a vowel and the second syllable starts with a consonant, the initial consonant of the second syllable is "borrowed" to close the reduplicated syllable.

e.g. pa.pel -- pap.pa.pel
 'paper' 'pieces of paper'

 sa.bong -- sab.sa.bong
 'flower' 'flowers'

If the second syllable begins with a vowel, the first syllable is merely repeated.

e.g. ma.es.tra -- ma.ma.es.tra
 'teacher (f)' 'teachers (f)'

 ru.a.ngan -- ru.ru.a.ngan
 'door' 'doors'

Most nouns lend themselves to the pluralizing device of reduplication. However, there are a few exceptions like es-tudiante and nars which do not reduplicate. There is also a small set of nouns which does not follow the general pattern of reduplication described above.

e.g. ba.la.sang -- bab.ba.la.sang not
 'lady' 'ladies'
 bal.ba.la.sang

ta.o -- tat.ta.o not ta.ta.o
 'person' 'persons'

Exceptions of both types are not too plentiful and should be learned as special items.

2. (a) In a construction consisting of a noun and a deictic (noun + deictic), it is possible to express plurality in two ways: plurality of both noun and deictic; plurality of the deictic alone.

e.g. sabsabong -- These are
 dagitoy flowers.
 'flowers'
 'these'

sabong -- These are
 dagitoy flowers.
 'flower'
 'these'

But it is incorrect to express plurality thus:

*sabsabong daytoy

(The asterisk before the example indicates that the construction is not acceptable.) It should, therefore, be noted that between the noun and the deictic, the more important element for signaling plurality is the deictic. It can express plurality without requiring the plural form of the noun, but the noun cannot be pluralized without the obligatory pluralization of the deictic.

(b) In a noun + deictic construction, the plural form of the noun is not an essential requirement. However, it is necessary to know how to form the plural of nouns because there are other constructions where its use is required. You will meet these constructions later.

LESSON FIVE

1. The Nominative Pronouns. There are two sets of nominative pronouns in Ilokano: the full forms (siak series) and the short forms (ak series).

Nominative Pronouns

<u>Siak</u> series (full form)	<u>Ak series</u> (short form)
--------------------------------------	---

Singular

1st per.	siak	ak	I
2nd per.	sika	ka	you
3rd per.	isu	ø	he/she

Plural

1st per. (dual)	data	ta	we (you and I)
-----------------	------	----	----------------

Notes

1st per. (excl)	dakami	kami	we (excl)
1st per. (incl)	datayo	tayo	we (incl)
2nd per.	dakayo	kayo	you
3rd per.	isuda	da	they

(The symbol ø for the 3rd per. singular, short form indicates a zero or absent form.)

- Usage. Sino + pronoun is not the customary question used to elicit a person's name. What is usually used is ania ti nagan mo 'What's your name?'. The use of sino + pronoun in this lesson is as a pedagogical device for introducing the nominative pronouns.
- Ni and da are proper noun markers. Ni is the singular form, and da is the plural.

e.g. ni Edy
da Edy ken Ben

LESSON SIX

- Notice the structural difference in the answers to sino questions making use of pronouns and deictics.

Sino ka? Siak ni Ben. (pronoun + noun phrase)

Sino daydiay? Ni Ben daydiay. (noun phrase + deictic)

LESSON SEVEN

- There are several ways of forming wen/saan (yes/no) questions in Ilokano. The most common way is by means of a rising intonation at the end of the sentence. This type of

question has exactly the same elements and word order as the statement, but the statement has a falling intonation while the question has a rising intonation.

e.g. Estudiante ka. You're a student.

Estudiante ka? Are you a student?

2. In answering questions with noun subjects, it is more natural to use pronouns.

e.g. Estudiante ni Ben?
Wen, estudiante.

Estudiante da Ben ken Ann?
Saan, maestro da.

LESSON EIGHT

1. Ilokano has two kinds of adjectives: affixed adjectives consisting of the affix na + base; and base adjectives.

e.g. (1) affixed
adjective

na +	--	napintas
pintas		
adjectival		'beautiful'
'beauty'		
affix		

(2) base adjective

pandek	--
short	

dakkel --
big

LESSON NINE

1. Ti and dagiti are nominal markers like ni and da (see Lesson 5). Ti and dagiti mark common nouns; ni and da, proper nouns.

e.g. ti estudiante student
 dagiti students
 estudiante
 ni Pedro Peter
 da Pedro ken Peter and
 Juana Jane

Ti is singular and dagiti is plural. However, this distinction in number is more according to form than according to function. In actual usage dagiti is often contracted to ti so long as ambiguity does not result from this contraction. When there is a possibility of ambiguity in meaning, the full form is used.

e.g. Q Sino dagiti estudiante?
 R Da Juan ken Marina ti estudiante.
 Pis Kor dagiti estudiante.

2. Notice that in giving responses to negative questions, the agreement response is wen/saan + negative statement. The disagreement response is saan man + affirmative statement.

e.g. Q Saan ka nga Amerikano?

Agreement Responses

(a) Wen, saan ak nga Amerikano.

‘Yes, I’m not an American.’ (meaning: ‘No, I’m not an American.’)

- (b) Saan, saan ak nga Amerikano.
‘No, I’m not an American.’

Disagreement Response

Saan man, Amerikano ak.

‘Yes, indeed, I’m an American.’

The wen + negative statement response may cause initial difficulty in mastery because of its dissimilarity to the English no + negative statement response. However, it is often used in Ilokano and should be mastered.

LESSON TEN

1. (a) The ko series of pronouns is as follows.

Person	Singular	Plural
1st	ko/-k ‘my’	ta ‘our (dual)’ mi ‘our (excl)’ tayo ‘our (incl)’
2nd	mo/-m ‘your’	yo ‘your’
3rd	na ‘his/her’	da ‘their’

There are several uses of the ko pronouns. The use illustrated in this lesson is that of possession. Other uses will be learned in succeeding lessons.

(b) The pronouns ko and mo have two forms each: ko/-k and mo/-m respectively. Ko and mo occur after words ending in consonants; -k and -m alter words ending in vowels. -k and -m are attached to the words they follow.

e.g. nagan ko my name

nagan mo your name
trabahok my job
trabahom your job

2. The phrase da + singular proper noun has a plural meaning.

e.g. da Juana and
 Juana others

LESSON ELEVEN

1. The Ilokano verb is composed of a base or stem and an affix. The base/stem provides the meaning and the affix shows the relationship of the verb to other parts of the sentence.
2. The ag- verb is an actor-focus verb. That is to say, it lays emphasis on the actor. The ag- verb takes the nominative pronouns: the siak series and the ak series.

e.g. Agtugaw ak. I sit.
 Siak ti agtugaw. I will be the one to sit.

3. In verb formation the affix ag- is prefixed to the base/stem. If the base/stem starts with a vowel, the g of ag- becomes the first sound of the first syllable of the base/stem.

e.g. ag- + taray 'run'	--	agtaray /ag.ta.ray/ 'to run'
ag- + awid 'go home'	--	agawid /a.ga.wid/ 'to go home'

LESSON TWELVE

1. The progressive form of the verb consists of the affix plus a partial reduplication of the verb base.

Notes

e.g.	agbasa	--	agbasbasa
	'to read'		'is reading'
	agadal	--	agad-adal
	'to study'		'is studying'

2. The past form consists of the affix nag- plus the verb base.

e.g.	agbasa	--	nagbasa
	'to read'		'read (past)'
	agadal	--	nagadal
	'to study'		'studied'

LESSON THIRTEEN

1. The locatives ditoy 'here', dita 'there', and idiay 'there-yonder' are parallel to the demonstratives daytoy, dayta, and daydiay, respectively.
2. Ayan before a noun phrase is in frequent variation with ayan na or ayan da. Ayan na is used before singular noun phrases (ti/ni phrases) and ayan da is used before plural noun phrases (da/dagiti phrases).

e.g.	Ayan na ti ubing?
	Ayan na ni Marcia?
	Ayan da dagiti
	ubbing?
	Ayan da da Marcia?

LESSON FOURTEEN

1. -um- verbs are actor-focus verbs. They take the nominative pronouns, both full and short.

e.g. Lumagto ak. I jump.
Siak ti I will be the one to
lumagto. jump.

2. In verb formation -um- is placed immediately before the first vowel of the verb stem.

e.g. -um-+ inom uminom 'to
'drink' drink'

-um-+ gatang gumatang 'to
'buy' buy'

LESSON FIFTEEN

1. The answer to a sino + nominalized verbal question requires a full nominative pronoun.

e.g. Q Sino ti lumagto? Who will jump?
R Siak ti lumagto. I will (be the one to) jump.
Siak. I will.

A nominalized verbal is a verbal predicate preceded by ti.

2. The oblique personal pronouns are:

Person	Singular	Plural
1st	kaniak	kadata (dual) kadakami (excl) kadatayo (incl)
2nd	kenka	kadakayo
3rd	kenkuana	kadakuada

Also, see Appendix A for a comparative presentation of all the different pronoun series.

LESSON SIXTEEN

1. Ilokano has two sets of numbers: native Ilokano numbers and Spanish loans. The two sets have their respective uses and should both be learned.
2. Morphophonemic note. When the pronouns ko and mo follow kaanakán, the final n disappears and -k and -m are attached to the preceding word. Thus:

kaanakán ko -- kaanakák
+ mo kaanakám

LESSON SEVENTEEN

1. (a) Recall that Ilokano has two kinds of adjectives: affixed adjectives consisting of the affix na + base; and base adjectives.

e.g. (1) affixed adjective

na + pintas 'beauty' -- napintas
'beautiful'

(2) base adjective

dakkel -- big
bassit -- small

(b) The Ilokano adjective has a singular and a plural form. In most instances the plural is signalled by reduplication of the CV (consonant-vowel) of the first syllable of the base.

e.g. napintas -- na.pi.pin.tas
'beautiful'

Notes

nadalus -- na.da.da.lus
'clean'

dakkel -- da.dak.kel
'big'

bassit -- ba.bas.sit
'small'

(The dot [.] in the examples indicates syllable division.)
There is a small number of adjectives that have the same form for the singular and the plural.

e.g. kulot -- curly
 asul -- blue

These items are learned as exceptions.

(c) The singular form of the adjective can have either a singular or a plural meaning. The plural form can have only a plural meaning.

e.g.	Naanos ti maestra.	The teacher is	kind.
	Naanos dagiti maestra.	The teachers are	kind.
	Naaanos dagiti maestra.	The teachers are	kind.

2. (a) The construction adjective + nga + noun can be transformed into noun + nga + adjective without any change in meaning.

e.g.	adjective	+	nga	+	noun	
	atiddog		a		lapis	a long pencil

Notes

	napintas		a		balay	a beautiful house
	noun	+	nga	+	adjective	
	lapis		nga		atiddog	a long pencil
	balay		a		napintas	a beautiful house

(b) The adjective + nga + noun and the noun + nga + adjective constructions are phrases, NOT complete sentences like:

	adjective	+	ti	+	noun	
	Atiddog		ti		lapis.	The pencil is long.
	Napintas		ti		balay.	The house is beautiful.

LESSON EIGHTEEN

Ilokano uses two systems of numbers, the Iloko and a borrowed system from Spanish. Spanish numbers are used for telling the time and the date. They are also used in giving monetary amounts. The 'native' numbers are used in practically all other situations and may vary with some Spanish numbers in the last instances mentioned above where Spanish numbers are used. The following illustrates this overlap in the use of money.

Q Mano ti kuartam?

How much money
do you have?

R Dos pesos./Dua nga
pesos.

Two pesos.

Notes

- Q Sagmamano ti saba? How much each
are the bananas?
- R (1) Saglilima a Five centavos
centavo./Sagsisinko. each.
- (2) Sagsasanpagulo a Ten centavos each.
centavos./Sagdidies.

(Note the reduplication even with the Spanish loans.)

LESSON NINETEEN

1. See Notes, Lesson 10, for ko pronoun series chart.
2. The attributive articles ti/ni are:

Singular	Plural
ti	dagiti
ni	da

They are similar in form to the nominative articles. The attributive articles indicate possession. Ti and dagiti are used with common nouns; ni and da with proper nouns.

- e.g. ti ubing of the child
 dagiti ubbing of the children
 ti aso of the dog
 dagiti aso of the dogs
 ni Pedro of Peter
 da Pedro of Peter (and others)
 da Pedro ken Juan of Peter and John

3. Pronunciation Note. When uttered at normal speed, akinkukua iti daytoy a lapis is pronounced /akinkukuadtoy a lapis/, and the shorter form akinkua iti daytoy a lapis is /akinkuadtoy lapis/. Iti is omitted and daytoy is contracted. The plural forms kadagitoy, kadagita, and kadagidiay, however, are never contracted even in rapid speech. Thus, for example, akinkukua kadagitoy a lapis is pronounced /akinkukua kadagito y a lapis/, and the shorter form akinkua kadagitoy a lapis is pronounced /akinkua kadagito y a lapis/.

LESSON TWENTY

1. (a) Cultural Note. The question Papanam? 'Where are you going?' may either be a genuine question seeking information, or it may be a friendly greeting. As a friendly greeting it is equivalent to the American greeting 'Hi', the only difference being in the response where the customary Ilokano answer is dita nay or dita meaning 'there'. The student learning Ilokano has to observe for himself and learn to distinguish the situations when Papanam? is a genuine question asking for information and when it is merely a greeting.
- (b) Morphophonemic Note. Note the loss of the final n in papanan when followed by the -k 'I' and -m 'you' pronouns.

papanan + -k -- papanak

papanan + -m -- papanam

When followed by the other pronouns in the ko series, n remains. For example:

papanan + na -- papanan na

papanan + da -- papanan da

2. (a) The verb in which is a less formal substitute for mapan 'go' is used only with short nominative pronouns: the ak series as in innak 'I (will) go', inta 'both of us (will) go', inka 'you (sg) (will) go', inkayo 'you (pl) (will) go', inkami 'we (excl) (will) go', intayo 'we (incl) (will) go', inda 'they (will) go'. All the preceding in + pronoun combinations can be followed by either a verb or an adverb.

e.g. In tayo	We (will) go and
agbasa.	read.
In kami	We (will) go there.
idiay.	
In tayon.	Let's go now.

However, in da is almost always followed by a verb, and only rarely by a locative.

e.g. In da agmula.	They (will) go to plant.
In da idiay	They (will) go to
tiendaan.	the store.

(b) The verb in is not substitutable for mapan in the third person singular. In this instance, only mapan is acceptable. For example:

Right: Mapan agopisina ni Tomas.
'Thomas goes (will go) to the office.'

Wrong: *In agopisina ni Tomas.

(The asterisk indicates that the form is never used.)

(c) In cannot be used in negative constructions.

Wrong: *Saan ak nga in dita.

Right: Saan ak nga mapan dita.
'I won't go there.'

3. The negative signal di- is generally less formal than saan.

LESSON TWENTY-ONE

1. Gusto and kayat are substitutable for each other. However, the two words are slightly different in meaning. Kayat usually means 'want' or 'like'; gusto means 'love to'.

Kayat ko ti agsala.	I want to dance.
Gustok ti agsala.	I love to dance.

2. The marker ti nominalizes an adjective or a verb. For example:

- (a) adjective

	--	ti ababa
ababa		'a/the short one'
'short'		

Kayat ko ti ababa.
'I want a short one.'

- (b) verb

uminom	--	ti uminom
'to		'a drink' (used as a
drink'		noun)

Kayat ko ti uminom.
'I want a drink.'

LESSON TWENTY-TWO

1. It may be initially difficult to distinguish between the comparative form and the plural form of the adjective. The difficulty may arise from the fact that both forms are signalled by partial reduplication. Partial reduplication means the repetition of a part of the base. This is to distinguish it from complete reduplication or the repetition of the entire base.

e.g. partial reduplication

dakkel -- dadakkel
 'big' 'big' (plural form)

complete reduplication

uppat -- uppat-uppat
 'four' 'four by four', 'by
 fours'

The reduplication systems for the plural form and the comparative form of the adjective, however, are quite different from each other. The following examples illustrate the difference. (Recall that Ilokano has two types of adjectives: base adjectives and na- affix adjectives. See Notes, Lesson 8.)

	<u>Adjective</u>	<u>Plural</u>	<u>Comparative</u>
(1)	na.pin.tas 'beautiful'	na.pi.pin.tás	na.pín.pin.tás
(2)	na.da.lus 'clean'	na.da.da.lús	na.dál.da.lús

(3)	na.ru.git 'dirty'	na.ru.ru.gít	na.rúg.ru.gít
(4)	na.la.ing 'intelligent'	na.la.la.íng	na.lá:.la.íng
(5)	a.si.deg 'near'	a.a.si.dég	ás.a.si.dég
(6)	a.ki.kid 'narrow'	a.a.kí.kid	ák.a.kí.kid
(7)	dak.kel 'big'	ka.dak.kél	dák.dak.kél

In the above examples (.) indicates syllable division and (:) indicates length.

The important characteristic of the comparative form is the closed syllable structure of the reduplicated syllable. That is to say, the reduplication ends either with a consonant or with length. When the reduplicated syllable of the base ends in a vowel, the initial consonant of the succeeding syllable is "borrowed" to close the reduplication (see examples 2, 3, 5, 6). If the succeeding syllable starts with a vowel, the reduplication is "closed" by length (see example 4).

The plural form generally has an open reduplicated syllable. That is to say, it ends in a vowel. Reduplication consists in the repetition of only the first V (vowel) or the first CV (consonant-vowel) of the reduplicated syllable of the base, regardless of whether or not a C follows the V. (Compare examples 1 and 7 with the rest.)

Another point of difference between the comparative form and the plural form is in the stress patterns. The plural form has only one strong stress located in the word base, while the comparative form has two: one in the word base and another in the reduplication.

There are some exceptions to the reduplication rules for the plural form and the comparative form. These exceptions shall be learned as individual items.

For example:

<u>Adjective</u>	<u>Plural</u>	<u>Comparative</u>
ababa 'short'	a. <u>bab</u> .ba.ba	
puraw 'white'		na.pur.pu.raw

LESSON TWENTY-THREE

- (a) The -en verb is a goal focus verb. In a goal focus construction emphasis is laid not on the doer but on the receiver of the action. Thus, for example, in the sentence Gatangen na ti libro, what is in focus is ti libro.

(b) The -en verb takes the ko series of pronouns.

(c) Morphophonemic Note. When the verb affix -en combines with the pronouns ko and mo of the ko series, n disappears and -k and -m are used forming -ek and -em. For example:

basaen + ko -- basaek

Notes

'to read (something)'	'I read (something)'
--------------------------	-------------------------

basaen + mo	--	basaem 'You read (something)'
-------------	----	-------------------------------------

2. In colloquial speech, daytoy, dayta, and daydiay as noun modifiers are often reduced to toy, ta, and diay, respectively.

e.g. daytoy	--	toy
balay		balay
dayta	--	ta balay
balay		
daydiay	--	diay balay
balay		

LESSON TWENTY-FOUR

1. The particles -en/-n 'already' and pay 'yet' are complementary to each other. -en/-n is used in affirmative constructions; pay in negative constructions. -en/-n is a clitic. That is to say, it is attached to another word. The form -en is used after consonant-ending words; -n after vowel-ending words.

e.g. inninom +	--	imminomen
-en		
'drank'		'drank already'

innala +	--	innalan
-n		
'took'		'took already'

LESSON TWENTY-FIVE

1. Morphophonemic Note. The verbal affix *i-* when prefixed to a vowel-initial verb base is followed by *y* with *y* becoming the initial sound of the first syllable of the verb base.

e.g. i + awat -- iyawat /i.ya.wat/
'to hand over'
i + alis -- iyalis /i.ya.lis/
'to transfer (something)'

The initial i- may be dropped forming yawat and yalis. The past forms are inyawat and inyalis, respectively.

2. Morphophonemic Note. The past form of the *i*-verb is in- + verb base.

e.g. in- + -- insurat
surat

When the verb base starts with p or b, the n in in- becomes m.

e.g. in- + -- imbato
bato
in- + -- impan
pan

When the verb base starts with k or g, the n of in- is pronounced ng.

e.g.	in- + kabit	--	inkabit / <u>ing</u> kabit/
	in- + gawid	--	ingawid / <u>ing</u> gawid/
	'hold back'		'to hold back

3. Cultural Note. This suggests that the old woman selling the bananas is a peddler who goes around carrying her wares in a basket (generally called labba) on her head. The buyer requests the seller to put the basket down. The seller may set the basket down on the ground, or she may hold it while standing, and the prospective buyer looks the goods over.

LESSON TWENTY-SIX

1. Adda and awan constitute an affirmative-negative pair expressing ‘existence’ and ‘nonexistence’ or ‘possession’ and ‘nonpossession’. The disagreement answer to an adda question is expressed with awan, and vice versa. For example:

Question

Adda aso daydiay
ubing?

‘Does the child have
a dog?’

Awan pos opis
dito?

‘Is there no post
office here?’

Disagreement Answer

Awan, awan aso daydiay ubing.

‘No (literally, none), the child
doesn’t have a dog.’

Adda, adda pos opis dito.

‘Yes (literally, there is) there is a
post office here.’

2. Note that the oblique marker iti (Lesson 15) can also function in a locative phrase. For example:

Adda ka iti kosina.

You’re in the kitchen.

Awan da iti likod ti balay.

They’re not behind the house.

LESSON TWENTY-SEVEN

1. Sagmamano means ‘how much’ or ‘how many’.

2. Sag- is a prefix with a distributive meaning. It can be translated as 'each'. When prefixed to a base, the base gets partially reduplicated.

e.g. sag- + -- sagmamano
 mano
 sag- + -- sagpipisos
 pisos

There are a few morphophonemic changes involved in prefixing sag- to Ilokano numbers. Among them are:

sag- + maysa -- saggaysa
sag- + tallo -- saggatlo
sag- + uppat -- sagpapat
sag- + innem -- sagnenem

3. In giving answers to sagmamano 'how much' questions, Ilokano and Spanish numbers freely alternate.

e.g. Q Sagmamano ti
 bangus?

R Sagdodos pesos.
Sagdudua a pisos.

LESSON TWENTY-EIGHT

1. (¶ 4) Two ways of forming verbal nouns are presented in this lesson. The first is the combination panag- + base.

e.g. panag- + basa -- panagbasa
 'read'

panag- + dalus -- panagdalus 'act of
 'clean' reading'

The second is the prefix i- + partial reduplication + base, abbreviated iR base.

e.g. i + R + subli	--	insusubli 'act of returning'
'return'		
i + R + awat	--	iyaawat /i.ya.a.wat/ 'act of
'receive'		receiving'

When the base starts with a vowel as in awat 'receive', y is introduced after i- and it becomes the initial sound of the first syllable of the base. (See example above. See also Notes, Lesson 25.)

2. In this example, Kaano ti panagsurat yo? is translated 'When will you write?' the precise tense conveyed by the construction is usually determined by the context. Thus, the response intono bigat 'tomorrow' indicates that the context requires a future answer. Where the contextual situation does not clearly indicate the tense involved, tense markers are used to make the time element clear: -nto for the future; idi for the past.

e.g. Kaanonto ti panagsurat yo?	When will you write?
Kaano idi ti panagsurat yo?	When did you write?

In much the same way, iR base verbal nouns may also translate as future or past.

e.g. Kaano ti	When will they arrive?/When
isasangpet da?	did they arrive?
Kaanonto ti	When will they arrive?
isasangpet da?	
Kaano idi ti	When did they arrive?
isasangpet da?	

3. The future marker intono may be reduced to tono or no. Intono bigat, tono bigat, no bigat all form is more formal than mean 'tomorrow'. The long the short forms with no being the most informal.
4. Refer to #1 above.
5. In this construction the following are possible:

Gumatang ak to iti libro intono bigat.

Gumatang ak iti libronto intono bigat.

Gumatang ak iti libro intono bigat.

Gumatang ak to iti libro. (no definite time)

Note that when there is a definite time indicated, the future marker must precede it (intono bigat).

6. Saanto man may be translated 'Yes, sometime later' or 'Why not, but later.'

LESSON TWENTY-NINE

1. Pronunciation Note. When the verb base starts with a vowel, the g of the verbal affix ag- becomes part of the first syllable of the base.

e.g. ag- + adal	--	agadal /a.ga.dal/ 'to study'
-----------------	----	------------------------------

ag- + iwa	--	agiwa /a.gi.wa/ 'to slice'
-----------	----	----------------------------

LESSON THIRTY

1. The particle laeng means 'only' or 'just'. In the following context it indicates an activity of comparatively minor importance.

- | | | |
|---|----------------------------------|-------------------------------|
| Q | Gimmatang ka iti
makinilya? | Did you buy a
typewriter? |
| R | Saan, bimmulod ak <u>laeng</u> . | No, I just borrowed
(one). |

LESSON THIRTY-TWO

1. Most of the materials in this book are written in full form. The shortened forms used in ordinary or casual speech reflecting the morphophonemics of the language are seldom used. It is assumed that as you gain better control of the language, the shorter forms become easier to use even when the written form represents the full form. For example, the sentence Ibagbaga ni Juan a mapan tayo kanon is normally said Ibagbagan Juan a mapantay kanon.
2. As you gain greater competence in the use of the language you should have the feel for the variety of word (or constituent) order possible such as:

Inted ni Razel ti retrato kenni Loreto itay malem.
Inted ni Razel ti retrato itay malem kenni Loreto.
Inted ni Razel kenni Loreto ti retrato itay malem.
Inted ni Razel itay malem ti retrato kenni Loreto.
Inted ni Razel kenni Loreto itay malem ti retrato.
Itay malem inted ni Razel ti retrato kenni Loreto.
Itay malem inted ni Razel kenni Loreto ti retrato.

At the same time you must get the feel for unacceptable word orders such as:

- *Itay malem kenni Loreto inted ni Razel ti retrato.
- *Itay malem ti retrato inted ni Razel kenni Loreto.
- *Ti retrato kenni Loreto inted ni Razel itay malem.

This 'feel' for rejecting the unacceptable constructions is an important phase of language learning.

3. Kano is a particle which indicates reported speech. It is used in variation with kuna + pronoun/ noun + nga.

e.g.	Kuna na nga mapan ni Nena idiay Manila. Mapan kano ni Nena idiay Manila.	He/She says that Nena goes to Manila. Somebody says that Nena goes to Manila.
------	---	--

It is possible to have a long construction with kuna + pronoun/noun + nga and kano.

e.g.	Kuna na nga mapan kano ni Nena idiay Manila.	He/She says that somebody says Nena goes to Manila.
------	--	---

This would indicate reported speech that goes back to a third speaker. (Speaker 1 reporting what Speaker 2 reported regarding Speaker 3's utterance.)

LESSON THIRTY-THREE

The recently completed past is composed of ka + partial reduplication. For ag-, -um-, and -en verbs, partial reduplication is with the verb base and the verbal affix is dropped.

e.g.	agtugaw	--	katugtugaw
	'to sit down'		'has just sat down'
	bumulod	--	kabulbulod
	'to borrow'		'has just borrowed'
	inomen	--	kain-inom

'to drink (something)'	'has just drunk (something)'
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With *i-* verbs, the verbal affix is retained and partial reduplication is with the verb base or, in the case of some exceptions, with the affix and part of the base.

e.g. ibaga	--	kaibagbaga
'to tell (something)'		'has just told (something)'
idulin	--	'to keep (something)'
kaiduldulin		'has just kept (something)'
ipan	--	'to take (something) somewhere'
kaip-ipan		'has just taken (something) somewhere'
ited	--	'to give (something)'
kait-ited		'has just given (something)'

LESSON THIRTY-FOUR

Daydi (short form di) is used generally in two senses: (1) in the sense of the late, i.e. deceased, and (2) in speaking of the remote past with reference to things or events, or to persons referred to such as tao, ubing, babai, kaduak, etc., where the meaning may or may not necessarily indicate that the person is dead depending upon the context. Compare:

- (1) Daydi Mr. Torres.
Daydi tatang ko.

- (2) Malagip mo daydi gayyem ko a nalaing nga agkanta?
(See exercise 34.12, this lesson.)

In (1) above the meaning conveyed is that the referents are deceased. In (2) the context indicates that the referent is alive.

LESSON THIRTY-FIVE

1. Kas- is a prefix that means 'like' or 'similar to'. In combination with -toy, -ta, -diay (from daytoy, dayta, daydiay, respectively) the following words are formed:

kastoy	this way
kasta	that way
kasdiay	that (yonder) way

2. The discontinuous construction pagpa...an means 'a place for having an action done by someone'. The difference between pagpalutuan and paglutuan should make the concept clear.

pagpalutuan	-	a place where one can have someone do some cooking
paglutuan	-	a cooking place

Daytoy ti pagpalutuan mi.	This is the place (not another place) where we will have someone cook (something).
Daytoy ti paglutuan mi.	This is our cooking place.

LESSON THIRTY-SIX

1. The pag- verb (instrumental focus) indicates that what is in focus is the thing that is used for accomplishing an action. This is one of the most versatile verb prefixes and its use should be mastered.

e.g. Pagdait mo ti panait. Use the thread for sewing.

LESSON THIRTY-SEVEN

1. The i...an verb is a benefactive focus verb. The focus or emphasis in the sentence is a person or thing benefited by the action.

e.g. Idaitak ni Maria ti bado na. I will sew Maria a dress.

Ilutoak ti aso ti kanen na. I will cook the dog his food.

In these sentences the underlined elements are in focus.

2. Without some context the use of the double pronouns in the following sentences can be ambiguous.

- | | |
|-------------------------------------|------------------------------------|
| (1) Igatangannak iti singsing. | (a) You buy me a ring. |
| | (b) He/She buys me a ring. |
| (2) Igatangan na kami iti singsing. | (a) You (sg) buy us (excl) a ring. |
| | (b) He/She buys us (excl) a ring. |
| (3) Igatangan dak iti singsing. | (a) You (pl) buy me a ring. |
| | (b) They buy me a ring. |

- | | | | |
|-----|---------------------------------|-----|----------------------------|
| (4) | Igatangan da ka iti singsing. | (a) | We buy you a ring. |
| | | (b) | They buy you a ring. |
| (5) | Igatangan da kami iti singsing. | (a) | You (pl) buy us a ring. |
| | | (b) | They buy us (excl) a ring. |

Such sentences as the above are usually disambiguated by adding the referent for the third person to the actor or doer. For example, ni Pedro added to sentences 1 and 2 to make them read:

Igangannak iti singsing ni Pedro.
 Igatanganan na kami iti singsing ni Pedro.

will unambiguously produce meanings 1b and 2b. Likewise, adding da Pedro to sentences 3, 4, and 5 will give meanings 3b, 4b, and 5b.

LESSON THIRTY-EIGHT

- The progressive form of the -an verb is generally used for action taking place at the moment of speaking or for habitual action when marked by an adverb expressing regularity such as patinayon 'all the time', inaldaw 'daily', binigat 'every morning', minalem 'every afternoon', dinomingo 'every Sunday' or 'weekly', etc.

e.g.	Ay-aywanan na daydiay ubing a patinayon.	He/She takes care of the child always.
	Kankantaan na daydiay ubing nga inaldaw.	He/She sings to the child every day.

2. Compare the past forms of the -en and the -an verbs. Both take the past tense infix -in- but the -an verb retains the -an whereas the -en verb drops the -en.

e.g.	-an	-en
punas	punasan - pinunasan	punasen - pinunas
'wipe'	Pinunasan na daydiay lamisaan. 'He/She wiped the table.'	Pinunas na ti rugit ti lamisaan. 'He/She wiped the dirt off the table.'
dawat	dawatan - dinawatan	dawaten - dinawat
'beg', 'ask'	Dinawatan da ni Pedro iti kuarta. 'They asked money from Peter.'	Dinawat da ti kuarta ni Pedro. 'They asked for Peter's money.'

3. The -an verb is sometimes confused with the -en verb (Lessons 23, 24). This tendency should be avoided because the two verb types contrast in meaning. Observe how they differ in the following cases.

- (a) Punasam ta rupam. Wipe your face.
Punasem ta rugit ta rupam. Wipe the dirt off your face.
- (b) Kantaam ta ubing. Sing to the child.
Kantaem ti Pamulinawen. Sing (the song) Pamulinawen.
- (c) Ikkatam ta banga. Take off some of the content from that pot.
Ikkatem ta banga. Remove that pot.

LESSON THIRTY-NINE

1. The two uses of maka- verbs taken up in this lesson are those for expressing:

- (a) ability to do certain things

e.g. Makasala ak. I can dance.

- (b) feelings or desires

e.g. Makasalsala ak. I feel like dancing.
 I want to dance.

A third use of maka- is to express bodily needs. In this third use the bases are words that express physiological functions, emotions, and activities that emanate from within the subject.

e.g. maka+ sarwa -- makasarwa 'to
 'nauseate' be nauseated'

 maka+ sangit -- makasangit 'to
 'cry' be tearful'

 maka+ turog -- makaturog 'to be
 'sleep' sleepy'

In connection with this third usage it might surprise the English speaker that certain expressions of bodily needs which are not said in English are said in Ilokano. This might give the impression that Ilokanos are crude. This is not so.

LESSON FORTY

1. Note the essential difference between maka- (actor focus) and ma- (goal focus) verbs.

Makalako ak iti basi.

I can sell basi.

Malakok ti basi.

I can sell the basi.

Also it is possible to substitute

Malakok dayta.

That can be sold by me.

but not

*Makalako ak dayta.

2. Bareng 'It is to be hoped' has another form barbareng.

e.g. Bareng malakok.

I hope I can sell (it).

Barbareng malakok.

I hope I can sell (it).

LESSON FORTY-ONE

1. The important point in this lesson is the use of the prefixes denoting participative action and the place for such participation.
2. There are generally three senses in which the paki...an construction is used.

(a) place for the participative activity.

e-g Sadino ti pakikuyogam
kenkuana?

Where do you go with
him?

(b) 'reason for' when used with ania.

e-g Ania ti
pakikuyogam
kenkuana?

Why do you go with him? (Literally:
What's the reason for your going
with him?)

(c) person or party with whom the activity is performed.

e.g. Sino ti pakikuyogam? Whom do you go with?

Construction (c) above is less often used than Sino ti kakuyog mo? 'Whom do you go with?'. Only sense (a) is taken up in this lesson.

3. There are certain maki- verbs that are virtual requests and which, therefore, almost obligatorily require the request marker man.

e.g. maki-+	-- makiinom 'to drink (with
inom 'drink'	others)'

Makiinom ak man. 'May I drink with you.'

Most maki- verbs, however, do not belong to this category.